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CITY & COUNTY OF EXETER

REPORT
ON
SECONDARY AND
HIGHER EDUCATION
IN EXETER

BY
MICHAEL E. SADLER,
M.A. (OXON) HON. L. L. D. (COLUMBIA)

1905.

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City and County of Exeter.

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Education Committee.
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Report

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Secondary and Higher Education in Exeter

. by .

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1905.

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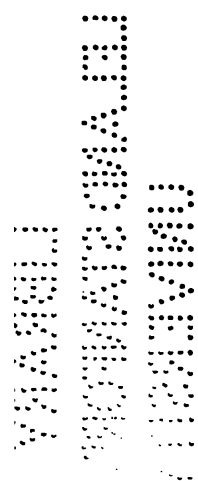


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CHAPTER I.

INTRODUCTORY NOTE.

This report is the outcome of an inquiry made by me in 1904 on the invitation of the Education Committee of the City and County of Exeter. The following is a copy of the resolution, passed at a meeting of the Committee on December 17th, 1903, in pursuance of which the inquiry was instituted :—

RESOLVED,

“ That in order to ensure a complete system of education in the City of Exeter, it is desirable that a return should now be obtained of all those institutions and schools, whether public or private, which are giving Secondary Education, and that an expert opinion should be obtained as to the best manner of co-ordinating and developing the work of both Primary and Secondary Schools, so as to avoid waste of effort, money, etc., and of supplying such further educational facilities as the City may be considered to require.”

In carrying out the task which was thus entrusted to me, I received valuable assistance from the members of the Education Committee, and especially from Councillor Dunn (Chairman of the Committee), Councillor J. A. Loram (Vice-Chairman), the ex-Mayor (Mr. F. J. Widgery), Alderman Wreford, Councillor Perry, Councillor Stocker, Councillor Tolson, Mr. A. W. Clayden, Mr. W. A. Cunningham, Mr. Domville and Miss Montgomery. Great help was given to me in my investigations by the Town Clerk (Mr. G. R. Shorto) and by the Secretary of the Education Committee (Mr. H. J. Morgan). I am further indebted to the kindness of the Bishop of Exeter, of Archdeacon Sandford, of the Rev. T. J. Ponting, of the Rev. Dr. Dangar, of Mr. J. F. Young (Secretary of the Education Committee of the Devon County Council), and of Mr. F. H. H. Orchard (Clerk of the Governors of the Exeter Episcopal Schools Trust). From the late Mr. Willey, by whose death more than one educational undertaking in Exeter has lost a liberal and eager friend, I received information on manual training and on the teaching

of domestic science. The headmasters and headmistresses of the various schools furnished me with all the statistical and other information for which it was necessary for me to ask in order to form a judgment upon the work and needs of the institutions under their care, and I take this opportunity of thanking them for the courtesy with which they received me at the various stages of my work. In the course of my inquiry I had the assistance of Mr. J. L. Holland (now Secretary for Education to the Northamptonshire County Council), Mr. G. F. Bridge and Miss M. S. Beard, and desire to express my thanks to them for the help which they have given me.

One who is permitted, as I have been, to study the educational system of the historic City of Exeter, of which Freeman said that none other in England can trace up a life so unbroken to so remote a past, concludes his work with a sense of vivid contrast between things old and new, sometimes estranged and yet in their true essence not irreconcilable. And he brings his labours to a close with a deepened feeling alike of the greatness of our debt to those who have gone before, and of the new obligation, which presses upon us with insistent force, to provide, while there is yet time, the best education which it is in our power to plan for those who, whether rich or poor, will grow up to bear part in the work and government of the England of the future.

CHAPTER II.

STATISTICAL SURVEY OF SECONDARY EDUCATION IN EXETER.

The present chapter discloses the striking fact that in the Spring Term 1904 there were more boys and girls, per 1,000 of the population, receiving education in public and private secondary schools in Exeter than, so far as is at present known, in any city in this country. This is due, in no small measure, to the educational improvements which were carried out in Exeter about thirty years ago, largely under the influence of Dr. Temple, who was then Bishop of the Diocese.

The County Borough (or, to speak more correctly, the City and County) of Exeter contained in 1901 a population of 47,185.* The total number of boys and girls in PUBLIC AND PRIVATE secondary schools in the City in the Spring Term, 1904, was 1,174 or 24.8 per 1,000 of the population. Of these 526 were boys (11.14 per 1,000 of the population), and 648 were girls (13.73 per 1,000 of the population). Girls formed 55.19 per cent. of the total number of pupils receiving secondary education.

The total number of pupils in PUBLIC secondary schools was 724 (352 boys and 372 girls), or 15.34 per 1,000 of the population. The total number of pupils in PRIVATE secondary schools was 450 (174 boys and 276 girls) or 9.45 per 1,000 of the population.

The pupils in private schools were 38.3 per cent. of the total number of those receiving secondary education. In the private secondary schools the girls were 61.3 per cent. of the total number of pupils; in the public secondary schools they formed 51.3 per cent.

About 10.5 per cent. of the pupils in secondary schools in Exeter are boarders.

*The produce of a rate of one penny in the pound, for purposes of Higher Education is, approximately £1,050. The residue under Section I of the Local Taxation (Customs and Excise) Act, 1890, applicable to the purposes of Higher Education in the City, actually received during the year ended March 31, 1904, amounted to £1,222 16s. 4d.

The most important of the above statistics are summarised in the following table :—

Number of Boys and Girls per 1,000 of Population in
Public and Private Secondary Schools in Exeter.

<i>Type of School</i>	<i>No. of Boys.</i>	<i>No. of Girls.</i>	<i>Totals Boys and Girls.</i>	<i>No. of Boys and Girls per 1000 of population.</i>
Public Secondary ..	352	372	724	15.34
Private Secondary ..	174	276	450	9.45
Grand Totals ..	526	648	1174	24.8

The PUBLIC secondary schools of the City fall into two main categories.

The first group consists of two higher secondary schools, the Boys' Grammar School, and the Girls' High School (on Sir John Maynard's foundation). These contained, in the Spring Term 1904, 267 pupils, viz., 139 boys and 128 girls.

The second group consists of two middle schools, Hele's School for boys and the Episcopal Middle School for girls. In these schools there were, in the Spring Term 1904, 435 pupils, viz., 191 boys and 244 girls.

The Cathedral School contained, at the same date, 22 pupils, all boys.

The diagrams at the end of this chapter show in graphic form—

- (1.) The number and ages of pupils (boys and girls) in public secondary schools in Exeter in the Spring Term, 1904.
- (2.) The number and ages of pupils in public secondary schools for boys in Exeter in the Spring Term, 1904.
- (3.) The number and ages of pupils in public secondary schools for girls in Exeter in the Spring Term, 1904.

In carrying out the instructions of the Committee, I inquired into the part borne by private schools in the provision of secondary education in the City.

Forms asking for detailed information as to the number and ages of the pupils, particulars of the teaching staff, the examinations for which the pupils are entered, etc., were sent to the private schools for boys and girls in the City. The twelve schools from which information was received may be classified as follows :—

<i>Class of School.</i>	<i>No. of Schools.</i>	<i>Boys</i>	<i>Girls.</i>	<i>Totals</i>
A. Preparatory Schools for Boys ...	2	83	—	83
2A. Mixed Preparatory Schools ...	3	23	28	51
B. Schools for Girls admitting Boys } to Preparatory Classes	5	32	235	267
C. Schools for Girls only ...	1	—	13	13
D. Schools for Boys only ...	1	36	—	36
TOTALS	12	174	276	450

The City School of Shorthand, etc., which at the time of my visit contained 58 pupils (33 boys and 25 girls) has not been included in the above statistics.

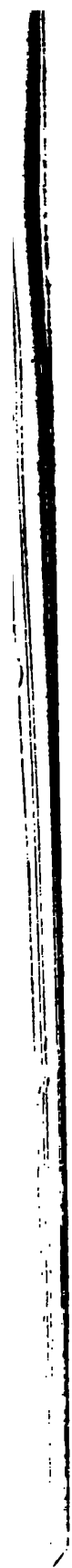
The following table shows the position of Exeter, in respect to the number of boys and girls in its public and private secondary schools, as compared with that of Huddersfield, Birkenhead and Liverpool (where inquiries on similar lines were conducted simultaneously with that at Exeter), and of Hamburg, where (in contradistinction to the usual German practice) the pupils in public and private schools are included together in the official educational statistics. It will be seen that Exeter comes out at the head of the list :—

<i>Pupils in all Secondary Schools—Public and Private. Spring Term, 1904.</i>			
	<i>Boys per 1000 of population.</i>	<i>Girls per 1000 of population.</i>	<i>Boys and Girls to- gether per 1000 of population.</i>
Exeter	11.14	13.73	24.8
Hamburg*	11.4	11.7	23.1
Birkenhead	6.59	8.72	15.3
Liverpool	4.14	3.70	7.84
Huddersfield	3.99	3.46	7.45

*The Hamburg figures refer to 1902.

The following table shows the number of pupils in the PUBLIC secondary schools in Exeter as compared with the number in public secondary schools (1) in the City of Cologne (2) in Prussia as a whole. The Exeter figures refer to 1904, the German figures to 1900. Exeter stands at the head of the list :—

<i>Pupils in Public Secondary Schools.</i>			
	<i>Boys per 1000 of population</i>	<i>Girls per 1000 of population.</i>	<i>Boys and Girls to- gether per 1000 of population.</i>
Exeter (1904)	7.46	7.88	15.34
Cologne (1900)	8.7	4.7	13.4
Prussia (1900)	5.6	3.6	9.2



CHAPTER III.

THE PUBLIC SECONDARY SCHOOLS.

The Grammar School.

Walter de Stapledon, Bishop of Exeter (1306—1327), gave considerable charities to the Hospital of St. John Baptist, which had been founded nearly a century before for poor men and poor women in the City of Exeter, and had intended to found a Grammar School in it, but his untimely death frustrated his plans. His successor, Bishop Grandison, entered into his views and endowed the school about 1332. The Hospital of St. John, to which the school was thus attached, was suppressed at the dissolution of the monasteries by Henry VIII. In 1623 Joan and Francis Crossing, widow and son of Hugh Crossing, formerly one of the aldermen of the City, granted to trustees the buildings of the dissolved Hospital of St. John to be used for certain charitable and other public purposes. In the years 1628-29 various gifts of money were made for educational purposes in the City, and by an indenture, dated 1629, the Mayor and Council of the City of Exeter undertook the government of the free school thus re-established in the Hospital of St. John, and assigned funds towards its maintenance. It was arranged that the school should give instruction in the Latin and Greek tongues and in other learning. The establishment of the Grammar School and of the English School in the Hospital of St. John was sanctioned by Letters Patent of Charles I. in 1637. In 1876 the royal approval was given to a scheme made by the Endowed Schools Commissioners for the management of St. John's Hospital and of certain other charities and endowments. Under the provision of this scheme the Grammar School was reorganised and a new Governing Body formed for it, Bishop Temple, afterwards Archbishop of Canterbury, being one of the first governors. The school was removed from the High Street to its present site, where buildings were erected in 1880 from designs by Mr. Butterfield.

The school is one of the first grade, and is one of three schools in the County of Devon which send a sufficient number of boys to the older

Universities to enjoy representation in the Headmasters' Conference. The school buildings consist of a main room or hall, two laboratories, a workshop, a gymnasium, and five class-rooms, one of them being the library. There are two additional class-rooms in a house which is rented for the accommodation of the assistant masters. The buildings appear to have been planned with a view to accommodating one hundred and fifty boys, but the class-rooms in the school itself are insufficient for this number under the present scheme of work. There is boarding accommodation in the school house and in two smaller houses for about sixty boys.

The school is recognised by the Board of Education for the purposes of the Teachers' Registration Order, but is not a Secondary Day School under the Board, and receives no grants either Government or local. It has a small endowment consisting of three-sevenths of the surplus income of St. John's Hospital, an uncertain amount which has varied of late years from nothing to £150. The fees for day boys are as follows :—

Boys under ten years of age ...	£10 per annum
Boys from ten to thirteen years of age	£15 per annum
Boys above thirteen years of age ...	£18 per annum

In addition there is a fee for stationery of 15/- a year, a registration fee of 5/-, and an entrance fee of £1 for those under ten and £2 for those above that age. Drawing, music, carpentry, swimming and gymnasium are charged for as extras.

Scholarships from Hele's School of the annual value of £20 are tenable at the Grammar School, and several boarding scholarships (£40—£20) are offered annually by the Headmaster at his own expense, and are tenable only at the school house. The Headmaster also has the nomination of three day boys at half-fees. The following exhibitions and scholarships to the Universities or other places of higher education are attached to the school :—

- (1.) Eight Acland and Stephens Exhibitions of £40 a year each, tenable at the Universities or at any place of higher education approved by the Governors. Two awarded every year.
- (2.) Three or more Reynolds Exhibitions of £60 for those intending to study for Holy Orders, tenable under certain conditions for four years at Exeter College, Oxford.
- (3.) Two Vidalian Scholarships of about £30 a year, tenable at St. John's College, Cambridge.

In addition to the above, which belong to this school only, boys educated at the Exeter School may compete for—

Four Huish Exhibitions of £50 a year, tenable for four years either at Oxford or Cambridge, and open to boys educated at Exeter, Sherborne, Blundell's, and Taunton Schools.

Ten Stapledon Scholarships of £60 a year for five years, tenable at Exeter College, Oxford, and open to boys born or educated in the Diocese of Exeter.

Four Dyke Scholarships of £60 a year for four years, tenable at Oxford, and open to boys born or educated in Somerset, Devon or Cornwall.

The school has gained a remarkable series of distinctions at the Universities, including the Craven University Fellowship at Oxford, several first-class honours, and numerous scholarships at Oxford and Cambridge.

On December 1, 1903, there were 130 boys in the school. Of these seventy (53.84 per cent.) were between twelve and sixteen, and forty-six (35.38 per cent.) were over sixteen. Fifty-one had been in the school three years or over, and ten had been there for six or more years. Forty-nine out of the 130 were boarders. The minimum age at entrance is eight, and the average about twelve. Of the last hundred entries, fifty-three came from private schools, thirty-seven from other public secondary schools (higher or middle), and three from public elementary schools, while seven had been previously taught at home. The following table shows the destination of 151 of the boys who have left during the last six years :—

Universities or other places of higher education ...	...	54
Professions (Army, 6 ; medical, 5 ; Civil Service, 7 ; Navy, etc., 4) ...	...	22
Technical Schools ...	...	10
Articled Clerkships and similar semi-professional posi- tions ...	...	13
Merchants' offices ...	...	10
Banks and insurance offices ...	...	14
Retail trade ...	...	10
Engineering and other apprenticeships ...	...	12
Agriculture (at home and abroad) ...	...	6

The Sixth Form, with occasional exceptions, enter in alternate years for the Higher Certificate of the Oxford and Cambridge Schools Examination Board. The rest of the school is examined annually (and the Sixth in alternate years) by examiners recommended by one of the secretaries of the same Board. A few pupils also take the London University Matriculation Examination.

Greek and German are alternative subjects in the curriculum, but the classes for German, as well as those for shorthand and book-keeping, have been scantily attended. Most boys who reach the higher forms are intended for the Universities or professional life; the number entering commercial careers appears to be comparatively small. Instruction is given in physics and chemistry. The schemes of work in the Sixth Form, and in a few instances below it, are arranged, as far as possible, to suit the requirements of each boy. The numbers in each class are small, in no case exceeding twenty-four.

According to the provisions of the scheme (Section 71) the religious instruction is in accordance with the doctrines of the Church of England, subject to a conscience clause. The staff consists of the Headmaster (Mr. W. A. Cunningham), seven assistant masters exclusively attached to the school, and seven visiting masters (for music and singing, drawing, writing, shorthand, etc., carpentry, gymnasium). Of those exclusively attached to the school, all are graduates, some of them in very high honours, and four are registered in Column B of the Teachers' Register. The salaries of the seven assistant masters run from £130 to £200 a year, the average being just over £167. Three, however, have furnished rooms in the Masters' House, and one has complete board and lodging, in addition to salary. There is an excellent playing field and a cadet corps. The games are regularly organised, but are not compulsory for day boys, though every encouragement is given to the latter to join them.

Matches in Rugby football, cricket and hockey are played with the leading schools in the county, and in the last few years several boys have obtained their "blues" at Oxford or Cambridge for cricket, football and athletics. There is a flourishing debating society.

The school is doing an admirable work, and is one of the chief centres of higher secondary education for boys in the west of England.

Exeter High School for Girls

On Sir John Wagnard's Foundation.

The endowment of the Exeter High School for Girls dates from 1658, and consists of the school buildings, and also two-sevenths of the residue of the income of the St John's Hospital Trust, a sum which in 1902 amounted to £100. The school was re-founded in 1877, and the present buildings erected in 1887. They are on a good site, and consist of a hall (which is also used as an art room and for drill), nine class-rooms, a chemical laboratory, a library or committee-room, and a cookery school, which has been adapted for use as a music room. There is a playground attached to the school, and a field is rented at Graslawn. The games played are tennis, cricket, basket ball, and hockey in the Senior School, and rounders, etc., in the Junior School. In February, 1904, there were 137 pupils, including nine little boys and five student-teachers. Four of the girls were boarders. Forty-six, including three student-teachers, had been in the school for three years or over, and of these twenty-one had been there for six years or more. The minimum age at entrance is three years, and the average for the last seven terms 9.9 years. Thirty-one (22.62 per cent.) were, at the date above mentioned, over sixteen years of age, and forty-five (32.84 per cent.) between twelve and sixteen. The school is recognised, by the Board of Education for the purposes of Regulations 3 (2) (ii) and 4 (2) (i) of the Teachers' Registration Order, but it is not a Secondary Day School under the Board, and receives no grants from any source. There are no scholarships attached to the school. Its income consists entirely of the pupils' fees and of the income from St. John's Hospital. The fees for tuition are £6 6s. od. a year for pupils under eight; £9 9s. od. for those between eight and ten; and £15 for those over ten. In addition, a charge of 9/- a year for those under ten, and 18/- a year for older girls, is made for stationery. There is also a universal registration fee of 5/-, and an entrance fee of 10/- for those under ten, and £2 for those above that age.

The only subjects charged for as extras are pianoforte, violin, and dancing. The staff consists of the Headmistress (Miss F. M. Purdie), eleven teachers exclusively attached to the school, and three visiting teachers (for drawing, class singing, and violin). Of those exclusively attached to the school, six, including the Headmistress, have degrees or their equivalent; six, including two who have the Higher Froebel Certificate, hold various teaching diplomas; and four are registered in Column B of the Teachers' Register. The school is visited annually by an outside examiner, and in May, 1903, was inspected by the Board of Education. The senior forms are also examined every year by the Oxford and Cambridge Schools

Examination Board. The whole school is also prepared for the examinations of the Royal Drawing Society, and the Junior School for those of the London Institute for the Advancement of Plain Needlework. Pupils may also take the music examinations of the Associated Board and the Incorporated Society of Musicians, and other examinations (e.g., Cambridge Higher Local, London Matriculation) may be prepared for in the various classes.

A system of student-teacherships, founded on a sound basis, is in operation, and the school, as has already been mentioned, has been recognised by the Board of Education as a place of training for student-teachers. These students are in a position different from that of the young people who are given the same name in some other schools. They are regarded as learners only, and they pay the same fees as the ordinary pupils. They are placed in charge of one of the mistresses, who has special qualifications for the work, and who devotes half her time to giving them instruction in psychology and the theory of education, and to guiding their efforts in teaching. They also have the opportunity of watching the excellent methods pursued in the school in modern language teaching, and of being trained in this kind of work. There is no doubt that a valuable work is being done in the training of teachers.

The excellent teaching of modern languages is one of the interesting features of the work of the school. On the general question of the method used, my colleague, Mr. Bridge, writes as follows :—

“The system has not yet been fully developed, nor have its results yet been submitted to the test of time. Opinions, therefore, must differ as to the value to be attached to it, and especially as to the age up to which it is useful to pursue such a method

“Put briefly, the children are taught French from the first without any use of the mother tongue. The new words are associated directly with the objects, or with representations of them. This is the first stage. In the second stage a specially prepared reading book is used, and the meaning is got at by explanation in French and by dramatic action, or by drawing. Very occasionally a child may be asked to give the English equivalent for a French word, in order to make sure that the sense is understood, but this is quite exceptional. Constant questioning and answering are kept up, so that the little ones acquire a real facility in speech. Great trouble is taken with the pronunciation, and the phonetic alphabet is in use. Of the rightness of the methods pursued at this stage there can be little doubt. The little children learn as little children should learn. The question is, whether the same method should be pursued when girls reach the stage of reading a French author. The explanation of difficulties without resorting to translation is a tedious process, and involves an immense deal of labour on the part of the teacher, with very little mental activity on the part of the pupils. On the other hand, no doubt something is gained by maintaining a wholly French atmosphere. The value of the method at this stage, however, must be regarded as an open question. It is intended, indeed, that the girls

shall do translation to and from the mother tongue in the highest forms, and the question at issue, therefore, is whether it would not be better to begin this process earlier.

"There are three great difficulties in the way of the general adoption of such methods as these in schools:

- "(1) They need skilful, devoted, and specially qualified teachers. Exeter High School is fortunate in possessing a modern language mistress whose natural and acquired qualifications for the work are indisputable. In less skilful hands one fears that the result would be disastrous.
- "(2) The second difficulty is the number of children who come to a secondary school, having been previously taught French on quite different lines and often badly.
- "(3) The third difficulty may seem less important, but, in reality, it is a very serious one. The method throws an immense deal of work upon the teacher. It is far more exhausting than ordinary teaching, and, if it is to be well done, no teacher should be asked to do much of it."

The study of modern languages is thus a special feature of the school, but much of the other teaching is very good. The literature lessons are of a high quality, though, perhaps, the mistake so common in girls' schools is sometimes made, of doing too much for the pupils and not making them do enough for themselves. History and geography are also soundly taught. In mathematics there is room for improvement.

Latin is begun in the Lower IVth, and German is taught in the two highest forms. One girl takes Greek instead of German. The science teaching includes botany and nature study in the Junior and Lower Middle School, mechanics in the Middle School, followed by a course on heat, and afterwards on light, and finally chemistry, which is taken in the Higher Certificate Examination. In the Junior School great attention is paid to various forms of handwork. The drawing and needlework are quite sound. By the provisions of the scheme (Section 104) the subjects of instruction are required to comprise domestic economy and the laws of health, but at present these subjects appear not to be taught.

By the provisions of the scheme (Section 71) the religious instruction given in the school is regulated by the Governors and the Headmistress. The teaching is in accordance with the doctrines of the Church of England, but exemption may be claimed by parents under a conscience clause.

The work of the school seems, on the whole, to be in a healthy state, though it is possible that the very extensive range of subjects attempted may prove a source of weakness rather than of strength.

The social life of the school is excellent; school societies are numerous; games are well organised. Each form constitutes a unit with a life of its own, and a home of its own in its class-room, which the members delight to adorn with pictures and flowers; and the claim of the Headmistress that the artistic and physical sides of the education of the pupils receive no less attention than the intellectual is fully justified.

The greatest difficulty with which the staff have to contend in their teaching is the presence of a large number of girls who come to the school late, and whose previous teaching has been inefficient. Out of the last ninety-seven girls who entered the school (before February, 1904), no less than thirty-one were more than fourteen years of age.

The previous education of the ninety-seven new pupils who entered the school in 1902, 1903, and the first term of 1904, was as follows :—

Home Teaching	...	...	...	8
Private Schools	...	...	...	45
Public Secondary Schools	...	...	...	9
No Previous Tuition	...	...	...	35

Of the pupils who have left, two are at present at Somerville College, Oxford; one, a Cambridge Graduate, is at St. Mary's Paddington Secondary Training College; one is at Cheltenham preparing to take up work as an elementary school teacher; several have taken up art and music; two have studied medicine; and several are teaching in public and private schools and private families. The majority, however, do not earn their own living after leaving school.

Hele's School.

Hele's School commemorates as its founders Elize Hele, who bequeathed certain funds for public purposes in 1632, and her late Majesty, Queen Victoria, under whose Warrant those funds were applied to the establishment of the school. The institution is, however, supported mainly from the endowments of St. John's Hospital, as dealt with by a scheme of the Endowed Schools Commission in 1876, under the provisions of which £400 a year is paid to the school.

By the provisions of the scheme (Section 71) the religious instruction given in the school is regulated by the Governing Body of the Trust and the

Headmaster. It is given in accordance with the doctrines of the Church of England, subject to a conscience clause.

The school, which was opened in 1850, stands almost exactly midway between the two railway stations of the City, and is only a few minutes' walk distant from either of them. The importance of this fact will be realised when it is stated that no less than fifty boys come to the school every day by train. They come by the Great Western from all stations as far down as Teignmouth, and as far up as Tiverton Junction, and by the South-Western from points as far distant as Yeoford, Crediton, Axminster and Seaton. Some boys cycle in from a distance of five or six miles. This shows that the school is known and appreciated considerably beyond the bounds of Exeter.

Like so many other secondary schools, Hele's School is suffering from inadequate buildings, and still more from inadequate funds. The present building is a one-storied structure, and consists mainly of a large hall and three class-rooms. The hall is a fairly good room, and two of the class-rooms, though awkwardly shaped, being long and narrow, are quite serviceable. But this is very poor provision for the instruction of 172 boys, especially as the third class-room, inhabited usually by the lowest form, is not suitable for any but a quite small class. It is the only upstairs room in the building, and is reached by a narrow, steep, winding staircase. It is of the same oblong shape as the other class-rooms, and has windows only in the one half of it, so that the other half must, on dark days, be very inadequately lighted. The height is only 10 feet 8 inches, and it is not surprising, therefore, that, with thirty children on a floor's space of 422 square feet, open windows and Tobin tubes are scarcely sufficient to keep the atmosphere pure. This room is wholly inadequate for anything but a small class of twelve or fourteen boys.

Hele's School has thus a hall and three class-rooms for eight classes. Two, or, at times, three classes are taught simultaneously in the hall, a plan which imposes an unnatural restraint upon both boys and masters. Teaching can never be at its best where two classes are being taught in the same room.

Two more class-rooms, at least, are needed, and for these there is space at the south-western end of the building. Or it might be deemed better to build one class-room and a laboratory, for at present Hele's School has neither laboratory nor woodwork room. There is no masters' common room. In the matter of cloak-room accommodation the school is well provided. It has, besides, a spacious covered playground, and there is enough ground about the school for drill. The sanitary arrangements are excellent.

In February, 1904, there were 172 boys in the school, all of them day pupils. Fifty had been in the school for three years or over. The average age of admission (calculated on one hundred consecutive entries taken at random) is 11.27. One hundred and twenty-two (70.93 per cent.) were, at the date above mentioned, between twelve and sixteen years of age. Only three were over sixteen. Of one hundred boys recently admitted, fifty-four came to the school from public elementary schools, twenty-four from private schools, sixteen from other public secondary schools, while six had been taught at home. The Headmaster gives it as his experience that the boys who come from private schools are better able to cope with their new work than those from elementary schools, who do not possess much power of independent study.

The following table shows the destination of one hundred boys who recently left the school :—

Universities or other places of higher education ...	11
Professions (Teaching, 6 ; Dentistry, 1)	7
Technical Schools	9
Articled Clerkship	1
Merchants' Offices	9
Banks, Insurance Offices, Railway	10
Retail Trade	28
Engineering and other apprenticeships	12
Manufactures	13
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The fees charged are £4 10s. od. per annum for boys under 12, and £6 for those above that age. In addition there are a registration fee and an entrance fee of 2s. 6d. and 7s. 6d. each respectively, and books and stationery are charged to the pupils' accounts.

The scholarships are numerous. The scheme provides that free places shall be provided for about one-tenth of the boys. These scholarships are awarded by open competition. There are also six scholarships given by the Governors to boys under twelve from public elementary schools, and five, similarly limited, are maintained by a local charity (Wotton and Glass). Occasionally, two other local charities make to needy boys grants sufficient to cover all school fees and books. At the time of my inquiry such grants were made in three cases.

There are also attached to the school five leaving exhibitions, each of the value of £20, tenable at the Exeter Grammar School, or any such other place of liberal education as the Governors may approve.

The school is recognised by the Board of Education for the purposes of the Teachers' Registration Order, but is not a Secondary Day School under the Board, and receives no Government or local grants. The school is regularly examined by the Cambridge Syndicate, and boys are, in addition, sent in for the Cambridge Preliminary and Junior Local Examinations. The staff consists of the Headmaster (Mr. E. H. Shorto), whose long and devoted service to the City of Exeter is justly reflected in the affectionate esteem in which he is held by hundreds of his former pupils, six assistant masters, one student teacher, and two probationers, exclusively attached to the school; and one visiting teacher for drill. Only one of the teachers has a degree, but three are registered in Column B of the Teachers' Register.

The student-teachership system is in vogue here. The senior students, when they become student-teachers, get £15 in the first year, £20 in the second, and £25 in the third. About half their time is given to the school. They correct exercises and do other mechanical work, and occasionally teach under supervision. They have the rest of their time for study. They get no regular instruction, but assistance and advice in their reading is freely given them by the staff. They are not necessarily intending to be teachers. In days past, the student-teachers were looked upon as the main source of supply for assistant masters for the school, and three of the present staff served their apprenticeship in this way. The system, no doubt, has its advantages. The students pick up something of the art of instruction; they have, at least, the chance of seeing good teaching, and of having their own first efforts aided and criticised; and, in return, the school gets some assistance from them. But, on the other hand, these young men get no regular instruction in general subjects or in educational science, and have little opportunity of studying the principles of education, or of observing any methods of teaching other than those which prevail in their own school. But the student-teacher system seems so firmly rooted, both here and at the Middle School for Girls, that it would seem better to develop it than to destroy it. The simplest improvement to make would be to have some kind of understanding with the students that they must not expect an appointment in their old school till they have spent at least five years in other schools. This would be some remedy for that narrowness which is the worst result of the present plan. But to make the system really satisfactory, its basis should be changed. The student-teachers should be regarded wholly as learners. If any payment is made to them, it should be by way of scholarship, not by way of salary. They should have little teaching to do in their first

year, but the amount should be increased as their capacity developed. Care should be taken not to allow school drudgery to interfere with their time for study. Arrangements should be made for their attendance at courses on educational science at the Royal Albert Memorial College, and their reading for examinations should be supervised either at the College or by a senior member of the school staff.

Of the present masters, three were educated at other schools, and these have been a very valuable addition to the staff. Two of them hold elementary teachers' certificates, and are very capable teachers. Generally speaking, indeed, the teaching at Hele's School is good, and the last annual report made by the Cambridge Syndicate was most satisfactory. The curriculum may, no doubt, be charged with being old-fashioned. There is no science (except one hour a week for the higher forms at the Albert Memorial College), no manual training, and only one hour's drawing. There is one hour's drill for each form in the course of the week, but it is a somewhat perfunctory performance. On the other hand, religious knowledge is taught for two and a quarter hours a week, and Latin for four hours. Six hours a week are assigned to mathematics, from five to seven hours to English subjects, and two and a quarter hours to French. It would be desirable to increase the time given to French, to develop the oral side of the teaching of that language, and to pay more attention to its pronunciation and reading, which at present are very defective. The scheme of instruction which is now in force at the school has, at least, the merit of allowing the boys sufficient time to get a good grasp of many of the subjects which it includes. It should be pointed out, however, that no grant can be earned from the Board of Education unless more science is taught, and a school so badly in want of funds as Hele's cannot well afford to forego Government grants. The assignment to shorthand of one hour and a half per week in the regular course of instruction is, next to the undue neglect of science, the most questionable point in the curriculum. Further observations on the course of study will be found in the subsequent chapter of recommendations.

The Old Boys of Hele's School regard it with strong affection, and delight in attending its annual reunion, but it must be admitted that the out-of-school life of the boys is not so much fostered as, under better conditions, it might be. Little is done in the way of organising games, and the social life of the school is not developed. This is due to several causes. In the first place, the playground attached to the building, though it is used for cricket and football, does not allow much room for those games. The fact that so many boys come from a distance every day by train militates against the development of social life. The

masters have no common room, and this absence of any gathering place does not encourage them to remain at the school after teaching hours are over. Moreover, though the school hours are short, their teaching hours are long, for they get practically no free time. A playing field, an additional assistant master, and a masters' common room, would probably make an immense difference to the social and athletic life of the school.

The actual maintenance cost of the education at Hele's School in 1903 was £7 2s. 10d. per head. This expenditure must be largely increased if the school is to do its work properly. The assistant staff should be strengthened, and progressive salaries should be paid. It is not suitable that men who have been serving the school for over thirty years should only be receiving about £120 per annum. Suggestions for increasing the income of the school are made in the subsequent chapter of recommendations.

The Episcopal Middle School for Girls.

The Middle School for Girls is one of the Exeter Episcopal Charity Schools, the object of which charity is, in the opening words of the scheme (1875) "to supply a sound and practical education in accordance with the doctrines of the Church of England." By the scheme the religious instruction given in the school must be in accordance with the doctrines of the Church of England, of which the Headmistress must be a member. There is the usual conscience clause.

The building occupied by the school stands on a good site in a residential quarter of the town, and is a handsome modern structure. The great hall runs the whole length of the first floor of the facade. The inconvenience of not having the hall on the ground floor is mitigated by the breadth and gentle gradient of the staircase. The southern end of the hall has been shut off from the rest by a moveable wooden partition, and makes a very good classroom. The corridors are very spacious—spacious enough, indeed, to be occasionally used for classes and drill. The cloak-rooms and offices are quite adequate and are kept in excellent condition. Conveniently placed on one side of the main entrance there is a large room—somewhat over large, indeed—for the Headmistress, and there are small rooms for the staff and the student-teachers upstairs. Behind the building is a grass plot, just large enough for tennis and basket ball, but insufficient for hockey.

One great lack of the school is an adequate number of class-rooms. Of these there are but six—clearly an insufficient number for a school of 260 children divided into eleven classes. Various devices are resorted to to eke

out the supply. The great hall is divided into sections by curtains, and three, or sometimes even four, classes are taught here at the same time ; an arrangement which must be trying both to the teachers and the children. The corridors are sometimes used for teaching, but in winter this is undesirable. Two classes are sometimes put into the same room—a most distracting arrangement—and the Headmistress sometimes takes a class in her own room. The size of the latter makes this possible, but the arrangement entails the likelihood of interruptions. Thus it will be seen that a considerable extension of the present building will be required, if the numbers in the school remain at their present level.

In February, 1904, there were 263 pupils in the school, including nineteen little boys. All were day pupils. Eighty had been in the school for three years or more, and of these sixteen had been there for six years or over. Only fifteen (5.7 per cent.) were over sixteen, but 113 (42.96 per cent.) were between twelve and sixteen years of age.

The minimum age at entrance is three and a quarter, and the average about nine and a half years.

The number of children in the school being what it is, and the range of age being from three to seventeen, rooms ought to be provided for the present Kindergarten and ten other classes. This means an addition of four to the present number, i.e., two laboratories and two class-rooms, or one laboratory and three class-rooms. If such additions were made, there would be no need to use the great hall for classes. It might then be very well employed for gymnastics, as well as for a place of assembly, and the necessity for building a gymnasium would be obviated.

The school is recognised by the Board of Education for the purposes of the Teachers' Registration Order, but is not a Secondary Day School under the Board. There is a annual endowment of £250, and a grant of £9 7s. 6d. was received from the Board of Education for 1902-3 for science, but the latter will be discontinued after the present year, and no local grants have hitherto been made to the school. The fees are:—Kindergarten, £3 3s. od. ; Lower School, £4 4s. od. ; Middle School, £5 ; and Upper School, £6 a year. In addition, a small charge of 4s. 6d. a year is made for stationery, and there is a registration fee of 1/-, and an admission fee of 5/-. There are no extras. Ninety of the present 263 pupils came to the school from private schools, and fifty-one (19.39 per cent.) from public elementary schools. Sixteen had been taught at home. Girls often remain at home for a year after leaving school, and it is, therefore, difficult to obtain precise information as

to their after careers, but the Headmistress has calculated roughly that about 21 per cent. become elementary school teachers ; about 16 per cent. become articled clerks, or occupy similar semi-professional positions ; 13.7 per cent. go into retail trade ; 8.6 per cent. proceed to Universities or other places of higher education ; and 7.4 per cent. are apprenticed to dressmaking or millinery.

The staff consists of the Headmistress (Miss Jessie Headridge), nine assistant mistresses and two junior mistresses, exclusively attached to the school ; and two visiting teachers (for class singing and drawing). The Headmistress and one other have degrees or their equivalent, two hold the L.L.A. Certificate, and one has passed the Intermediate Science Examination of London University. Other qualifications held are the Cambridge Higher Local Certificate, the Vice-Chancellor's Certificate, etc. Three, including the Headmistress, are registered in Column B of the Teachers' Register, and one other has the necessary qualifications for registration.

The whole school is inspected annually by an examiner appointed by the University of Cambridge. He also examines all the forms above the Lower Second, the examination in the Upper Second and in the Lower and Upper Third being partly oral. In addition, pupils are sent in for the Cambridge Local Examinations, Preliminary, Junior and Senior.

There are ten scholarships tenable at the school : three, giving free education for three years to girls from the public elementary schools of the City, are offered by the Trustees of the Wotton and Glass Charity, and are awarded on the results of a special examination ; seven are given by the Governors to girls already in the school, and exempt the holders from one year's school fees. They are awarded in the different forms to the top girl in the year's examination list. There are nine scholarship holders at present in the school. § There are also attached to the school two external scholarships of the annual value of £15, and tenable at the Maynard's Girl's School, or a Training College for schoolmistresses, or some place of higher education approved by the Governors. A Devon County Council Scholarship of £40 a year for two years has also been competed for five times, and won four times out of the five.

The greatest difficulty with which the school has to contend—greater than that of inadequate buildings already mentioned—is insufficiency of funds. It is being carried on at present with means too narrow to permit of

§ These particulars as to scholarships are taken from the form received from the school in February, 1904. The paper concerning scholarships and exhibitions which is issued by the Exeter Episcopal Schools Trust mentions a larger number tenable at the Girls' Middle School.

real educational efficiency. The Headmistress is doing an admirable work in the teeth of great difficulties, but the financial conditions present an insuperable barrier to the attainment of the educational success which would otherwise be reached. Means for increasing the income of the school are suggested in the subsequent chapter of recommendations.

As stated above, the endowment paid out of the funds of the Exeter Episcopal Schools Trust is £250, a sum equivalent to a little under £1 per pupil. The school receives no local subsidy, and the fees are low. In 1902-3 the expenditure on salaries, other educational expenses, rates and taxes, insurance, care and repair of buildings and grounds, prizes and expenses of management was £5 14s Od. per head, a sum inadequate for the provision of an efficient secondary education.

The worst results of this narrowness of income are seen in the staffing of the school. Many of the present assistant mistresses are indeed very capable teachers, but there is a decided lack of properly qualified women to instruct the higher classes.

The teachers have, in almost every case, had their training inside the building itself. A system has prevailed by which some of the elder girls of the school have been retained as student-teachers, with a view to some of them ultimately supplying the vacancies on the staff. These girls, who are allowed to enter upon their student-teachership as soon as they have passed the Cambridge Senior Local Examination, help the staff in the supervision, and, occasionally, in the teaching of the classes, and with the correction of exercises, in return for which they receive some little instruction and are paid £6 in their first year, and £10 in their second. They are, moreover, given opportunities of watching some of the best teaching, and have, once a week, a lecture on educational method from the Headmistress. Not all remain at the school ; some become private governesses, others take up teaching in public elementary schools.

The system of student-teachership described above has no doubt arisen in part from the fact that the authorities of the school have not been in a position to offer salaries sufficiently large to induce well qualified women to apply for appointment to its staff. As the system exists at present, it is open to serious criticism. There is reason to fear that the student-teachers find it difficult to carry their studies forward to the higher stage which it is desirable that they should reach. Moreover, to spend childhood, girlhood and womanhood in the same school can hardly conduce to that breadth of mind and largeness of sympathy which are among the most valuable attributes of the teacher. But with certain changes the system of student-teachership might be made to yield valuable results. The student-teachers, besides re-

ceiving the professional instruction which is given to them by the Headmistress, should attend courses on educational science at the Royal Albert Memorial College, and I would suggest that, at the end of their period of student-teachership, they should be required to widen their educational outlook by serving, for a time at any rate, in some other school.

At the beginning of the present Headmistress' term of office there was no assistant mistress in the school who had received a wider training than that afforded by the system of student-teachership described in the foregoing paragraphs. She was, however, rightly dissatisfied with the system, and desirous of changing it. She has already filled two vacancies from outside the school, appointing in the second case, a young Cambridge graduate. When this latter vacancy occurred, it was found possible to offer a larger salary than was given to the outgoing mistress, but, even so, the stipend attached to the post is not such as is likely to induce an accomplished woman to retain it, after she has gained her experience. Indeed, had the post been advertised in the open market, a graduate would hardly have been secured. It is only due to exceptional circumstances that the present occupant was willing to accept it.

The salaries of the assistant staff at present range from £100 to £45, or, in the case of two junior mistresses, £24 a year. The average salary is thus £63 9s., or, if the junior mistresses be omitted, £72 4s. 5d. If these figures were doubled they could hardly be considered excessive for a school aiming at so important a work.

The number of assistant mistresses is barely sufficient. There are eleven assistant teachers for eleven classes. Their hours of work, it is true, are not excessive, but two classes have often to be merged into one, and the Headmistress has to teach almost as much as any of her subordinates, and has, therefore, insufficient time for her other duties.

The school is well organised and well managed. The classes are kept within reasonable limits, only two exceeding thirty. The discipline is excellent; the moving of the classes from room to room is effected rapidly and quietly. The time-table is well arranged, the severer studies being assigned almost entirely to the morning hours, and the afternoons being devoted to drawing, needlework, singing and reading.

The subjects on which most stress is laid in the time-table are English and mathematics, the former of which gets, weekly, from six hours in the first form to three hours and twenty minutes in the sixth; while the latter are assigned four hours in most forms, and from five to six hours and forty

minutes in the others. French gets two hours and forty minutes throughout the school, and history and geography one hour and twenty minutes. No Latin is attempted, nor any natural science, except a little botany and physiology. Class singing and drill are practised throughout the school, and needlework is taught in all classes except the three highest. This curriculum seems, on the whole, well devised, though one would like to see a little more time given to history, geography and botany.

The school draws its pupils from a fairly wide range of social grades. About one-fifth come from public elementary schools, and these the Headmistress considers to be her best prepared and most teachable pupils, her experience in this point being the opposite of that of the Headmaster of Hele's School. The misfortune is that so many of them come late, at the age of thirteen or thereabouts, and do not stop long enough to get the full benefit of a secondary education.

The children who come from the elementary schools know no French, and this necessitates a partial re-classification of the school for that subject. The teaching of the language is at present not entirely satisfactory. Some good work is undoubtedly done, but, taken as a whole, the French teaching needs to be organised on a plan that will have regard both to the capabilities of the staff and the needs of the children.

The nature study in the lower forms and the botany in the upper classes are well done. The former is indeed very good, and the children become keenly interested in the observation of the specimens. In her work with the Upper School the teacher lays, perhaps, too much stress upon technical terminology, but this is done in deference to examination requirements.

The teaching in English is, on the whole, good, though some of it is of too mechanical a type. In poetry and reading lessons too much is done in chorus. The simultaneous repetition of poetry may be useful as a means for getting it into children's heads, but it deadens individuality and self-reliance, and seems positively to weaken the power of utterance. It would be better if more time were spent in making the girls in the lower part of the school read and recite alone, and in cultivating individual powers of elocution.

Drawing, singing, and needlework are all very well done. There is a good Kindergarten, though the room is not in all respects suitable. The department is in the care of a very capable teacher who both understands and loves her work.

As judged by the recent reports of the Cambridge Syndicate, the work in

the lower part of the school, in spite of the defects which have been indicated, seems to be better than that done in the upper classes. In fact, those reports indicate the need of the school for teachers of superior qualifications for the higher work.

Mathematics have been weak in the past, but may be expected to improve.

The tone and behaviour of the children are excellent. Praiseworthy attempts are being made to improve the games and develop social life, but the lack of a good playing field is a great obstacle. The tennis court at the back is much appreciated during the summer by the girls who live near, and about a third of the school takes gymnastics at the West of England Gymnasium.

Heavily handicapped as the school is by want of funds, its possibilities cannot be judged by its actual achievements. The provision of additional class-rooms would do much to improve the teaching. The introduction of mistresses who have had experience in other schools would produce some change in stereotyped traditions. The first would entail considerable capital expenditure, the second increased expenditure on maintenance. It is much to be hoped that a way may be found of overcoming the present financial difficulties of the school, as the work to be done by it is a great one.

Exeter Cathedral School.

Before 1852 the Cathedral choristers were educated as day boys in the old Training College for Elementary School Masters, which was then carried on in the house now occupied by the school. From 1852 to 1856 the choristers attended a day school held in a room in the Cloisters under the Rev. E. T. Foweraker. In 1856 Mr. Foweraker started a boarding and day school in the present house, with the choristers as a nucleus. The latter now, for the first time, boarded at the school. About 1887 the school came entirely under the control of the Dean and Chapter, as their own school. The building, which is an adapted house in the Cathedral Close, consists of a main room or hall, one class-room, a "singing school" for vocal music and organ, and a room for pianoforte and violin. There is a small lending library, but no separate room for the purpose. At the time of my visit a fire-escape was required from the bedroom floor, but was about to be provided. The boys go to the Exeter Gymnasium for drill and gymnastics, and make use, also, of a good swimming bath which is conveniently near to the school. There is a gravel playground at the school, and a playing field within about

twelve minutes' walk, where both cricket and football are played. The school is successful in games, which are under the special charge of a master.

The school is not recognised by the Board of Education as a secondary day school, and receives no grants, either Government or local. There is a small endowment, consisting of—

- (1.) Bequest of Chancellor Harington and Canon Lee, providing about £35 a year, to continue the education at the school of deserving choristers after their voices break (usual extension from three to six months).
- (2.) Bequest of Dean Boyd providing about £175 a year for grants (maximum £60) to choristers on leaving, to be used to continue their education, to pay apprenticeship premiums, to provide outfits, or otherwise to help to start them in life.

The number of pupils on March 1, 1904, was twenty-two, of whom twenty-one were boarders. Two came from the Colonies. Fourteen were between twelve and sixteen years of age, and one was over sixteen. Ten had been in the school three years or over. The minimum age at entrance is eight, and the average about ten years. Out of seventy-seven of those admitted during the last ten years, forty-five came from private schools, twenty-two from public elementary schools, while ten had been previously educated at home. Of the twenty-two boys now in the school, seventeen came from private schools, three from public elementary schools, and two had not previously been to school.

Of fifty-nine who have left the school during the same period—

- 1 has gone to the University ;
- 23 have gone to other schools, mostly Public Schools ;
- 8 have entered various professions (Army, 1 ; Civil Service, 1 ; teaching, 2 ; journalism, 1 ; music, 3) ;
- 4 have become articled clerks, or have taken up similar semi-professional positions (Law, 2 ; architect, 1 ; chemist, 1) ;
- 11 have entered merchants' offices ;
- 6 have entered banks or insurance offices ;
- 2 have gone into retail trade ;
- 2 have taken up engineering ;
- 2 have taken up agriculture (in Canada).

Attached to the school are fourteen choral scholarships for boys with good voice and ear and general intelligence, which reduce the fees for board

and education to £12 a year. They are awarded without any formal literary examination, but the home and educational antecedents of the candidates are taken into consideration. All the fourteen are now held in the school. In addition to tuition and board during term time, a chorister receives use of school books and stationery, medicine and medical attendance (in ordinary cases), an Eton suit and college cap yearly, and about sixpence a week pocket money. Necessary additional payments are : Gymnasium, 10/- a year ; games fund, 10/- a year ; laundress, about 1/- a week ; boarding during the holidays for choristers whose homes are at a distance, 10/- a week.

The fees for ordinary pupils are as follows :—

(I.) Day boys : boys under twelve, £12 a year ; boys between twelve and fourteen, £14 a year ; boys over fourteen, £15 a year. The necessary additional yearly payments in their case are : Use of school books and stationery, 15/- ; medical examinations (3), 10/6 ; games fund, 10/- ; gymnasium, 10/- ; laundress, £3. The only extra subject is instrumental music, for which a charge of from £4 to £6 a year is made.

(II.) The charge for boarders is £50, with a reduction of £10 for the sons of clergy.

There are no leaving scholarships, and the Foundation scholars—the choristers—necessarily vacate their choristerships at fifteen and a half or sixteen years of age. Most of the boys go into professional or commercial life, and only one now and then proceeds from the school to the University. At least six old choristers are now organists of important churches in the City.

There is no conscience clause to the school, but, in spite of this, there have been Nonconformist children among the pupils.

The curriculum has necessarily to be adjusted to the exigencies of the choristers' duties and special musical training. Being, therefore, of an exceptional character, it is not printed in the appendix to this report. During the hours of musical practice and of Cathedral service, non-choristers receive extra tuition in Latin, French and English, and in mathematics. The Headmaster finds that the musical training of the choristers is an excellent education, and that what the boys gain from their musical practice makes up for their loss of some school lessons in other subjects.

The upper half of the school is examined yearly by an outside examiner appointed by the Headmaster, and some boys are entered every year for the Oxford Local Preliminary and Junior Examinations, and sometimes for the Senior. The staff consists of the Headmaster (the Rev. H. de Vere Welchman), and one assistant master exclusively attached to the school ; and five visiting teachers (three men and two women) for mathematics and music—piano, violin, vocal music, and (sometimes) organ. The Headmaster is an Oxford graduate, and is registered in Column B of the Teachers' Register.

CHAPTER IV.

THE ROYAL ALBERT MEMORIAL COLLEGE.

The College, as distinct from the Albert Memorial, dates its existence from 1893. Previous to that year a School of Art and evening science classes had been carried on under a Science and Art Committee, and the University Extension Committee had maintained its own work independently. But in 1893 the Council of Exeter, the University Extension Committee of Exeter, and the Local Lectures Syndicate of the University of Cambridge adopted a scheme of co-operation drawn up by Miss J. D. Montgomery, which provided for the appointment of a Principal, the establishment of a larger number of evening science classes, and the holding of the University Extension Lectures, the School of Art and the science classes in one building and under one direction. The starting of a Pupil Teacher Centre was also contemplated by the scheme. The College thus established was called the "Exeter Technical and University Extension College," and was housed in the Albert Memorial, a building which already contained the Central Museum and Reference Library of the County, and the Free Library and Reading Room of the City, and where the School of Art and evening science classes had previously been held. But the accommodation was from the first inadequate, and temporary premises had to be leased until additional buildings, for which the money was already in hand, could be erected. These buildings were opened in 1895 by the Duke of Devonshire, as Chancellor of the University of Cambridge, and all the classes were moved to the enlarged Albert Memorial. It was soon found that many of the best students wanted more systematic training than was at first provided, and, as the demand arose, extra classes were, therefore, started, some of them being held in the daytime. The need for further space again becoming urgent, owing both to the expansion of the work and to the occupation of one of the best class-rooms by the valuable legacy of books left by Mr. Fisher, it was resolved to erect additional class-rooms as a memorial of the Diamond Jubilee of Queen Victoria. Early in 1899 the old name of the College was dropped, and that of the Albert Memorial College adopted in its place, and when the new wing was opened, later in the same year, permission was obtained to add the word

Royal to commemorate the visit paid to the College by the Duke and Duchess of York on that occasion. Up to this time the day work, with the exception of classes in chemistry, physics and biology, was under the direction of the University Extension Committee, and the funds available were not enough to enable the College to offer a full curriculum for a degree in either Arts or Science. The consequence was that students were often obliged to go elsewhere in order to secure the full courses which they needed. But in the Spring of 1901 a new scheme "for the further development of the College in order to make its equipment complete as a local University College, such as exists at Nottingham," was sanctioned by the Council of Exeter, and came into force in October of the same year. A penny rate was granted by the Council in addition to the "Whisky Money" which hitherto had been almost the only form of endowment. The College was thus enabled to give permanent appointments as heads of departments to several well qualified graduates and to organise its higher work with the definite aim of preparing students for the B.A. and B. Sc. degrees of the University of London. In the same year (1901) the Board of Education sanctioned the establishment of a Day Training College for Women in connexion with the College. About the same time the post of Curator of the Museum became vacant, and the Governors decided to unite all the branches of the work—College, Museum and Library—under one Principal, and all the work hitherto carried on by the University Extension Committee, except the Local Lectures, was transferred to the direct control of the Governors, who consist of the Mayor of Exeter, the Deputy Chairman and sixteen members of the Council, together with sixteen others, not members of the Council, but elected by it. The latest additions to the work of the College have been the Manual Training School, equipped largely by the generosity of Mr. H. A. Willey, a Day Training College for Men, and classes in the theory of education suitable for secondary teachers.

The College has from the first been conducted with the object of supplying the diverse educational needs of the City, which were not met by the various types of schools. An age limit of eighteen was decided upon, but exceptions are allowed to meet the needs of various categories of students. These exceptions are :—

- (1.) Pupil teachers and students from the elementary schools who are over sixteen or have passed Standard VII.
- (2.) Students over sixteen who require special technical training.
- (3.) Students who are occupied by day in some trade, profession, or business.
- (4.) Students sent by other educational institutions to attend classes not provided by their own schemes.

- (5.) Students of at least sixteen years of age admitted by special resolution of the College Committee. Very few are admitted under this clause.

The age limit does not apply to the School of Art, or to the Manual Training School in which the minimum age is fourteen for pupils from the elementary schools.

The work of the College falls under seven main groups :—

- (1.) Day classes for adults, providing instruction suitable for those who have been through a secondary school and wish to continue their studies.
- (2.) A Day Training College for elementary school teachers.
- (3.) Central classes for pupil teachers.
- (4.) A School of Art for fine and applied art (design, etc.).
- (5.) Evening classes in science, arts, technology, shorthand, book-keeping, etc.
- (6.) The Manual Training School.
- (7.) A centre for University Extension Lectures, which is affiliated to the University of Cambridge.

Among the subjects in which day classes are held are the following :—

Latin and Greek, Roman History, Greek History, Modern History (English and foreign), English Literature, Modern Languages (French and German), Mathematics, Physics (Sound, Light, Heat, Electricity, Optics), Chemistry, Biology (Botany, Zoology, Human Histology, Nature Study, School Hygiene), Education (including Psychology, Voice Production, and Class for the Cambridge University Diploma).

The subjects taken in the evening classes include : Machine Construction and Drawing, Building Construction, Plane and Solid Geometry, Mathematics, Mechanics, Magnetism and Electricity, Inorganic Chemistry, Human Physiology, Practical Physics, Botany, Physiography, Hygiene, Mechanical Drawing, Metal Work, Woodwork, French, German, Book-keeping, Shorthand, Plumbing and Telegraphy.

The work of the School of Art includes : Drawing and Painting, Architecture, Modelling and Design and Decoration. The classes are held both in the day-time and in the evening.

The numbers in the day classes (exclusive of the School of Art) in the session 1903-4 were 194, of whom ninety-eight came from the day training college. Of the remaining ninety-six, twenty-four were paying a composition fee and taking a full course ; fifty-one were paying for single classes, and were not all taking a full course, some of them being engaged in teaching or otherwise during part of their time ; twenty-one were giving part of their time to science and mathematics, and part to practical engineering work in the Manual School.

The ages of the day students on admission were as follows :—

Under 16	...	...	...	...	3
Between 16 and 17	...	...	...	...	9
Between 17 and 18	...	...	...	...	12
Over 18	...	...	...	...	170

Besides the teachers and intending teachers, who form the largest proportion of the present day students, there are a considerable number who are preparing to enter the medical profession or to become dentists or dispensers, while a contingent from the Manual School consists of young men who intend to be engineers.

The day classes are so arranged that, with the help of certain evening classes, students can proceed to the B.A. and B.Sc. degrees of the University of London, and can prepare for certain other examinations.

The numbers preparing for definite examinations in July, 1904, were as follows :—

University of London—Final B.A.	...	...	1
" Final B.Sc.	...	...	3
" Inter. Arts	...	...	8
" Inter. Science	...	...	9
" Prelim. Scientific	...	...	8
" Matriculation	...	...	36
University of Cambridge—Teacher's Diploma	...	...	2
" Higher Local	...	...	5
Pharmaceutical Society—Minor Examination	...	...	9
Board of Education—Teacher's Certificate	...	...	100

The number of evening classes held in 1903-4 was forty-nine with 957 class entries.

In the School of Art there were, during the same session, 404 entries for examination in the following subjects :—

Drawing from the Antique	...	...	...	...	6
Drawing from the Antique (from memory)	...	...	...	...	4
Modelling head from Life	...	...	...	...	6
Anatomy	...	...	...	...	8
Drawing from Life	...	...	...	...	10
Design—Honours	...	...	...	...	1
Advanced	...	...	...	...	6
Elementary	...	...	...	...	20
Architecture	...	...	...	...	1
Modelling Design—Honours	...	...	...	...	2
Modelling Design—Advanced	...	...	...	...	3
Painting from Still Life	...	...	...	...	6
Historic Ornament	...	...	...	...	3
Modelling from Antique	...	...	...	...	8
Principles of Ornament	...	...	...	...	4
Memory drawing of plants	...	...	...	...	20
Perspective	...	...	...	...	12
Geometrical drawing	...	...	...	...	18
Freehand drawing	...	...	...	...	123
Model drawing	...	...	...	...	83
Light and Shade	...	...	...	...	24
Blackboard drawing	...	...	...	...	36
					404

The Manual Training School is intended primarily for boys who have passed through the elementary or secondary schools, and who desire to receive special instruction in technical subjects as a preparation for apprenticeship in various constructive trades, viz., building, engineering, mechanical engineering, etc. The school is also available for adult students at certain times. A regular course of manual instruction is provided introductory to the wood-working, engineering and building trades. The course includes wood and metal work with working drawings, fitting, turning, pattern-making, sheet metal working, carpentry and joinery, and mechanical drawing and geometrical drawing as applied to engineering, pattern making, etc. In addition, the students attend certain classes in mathematics, science and art at the College.

In connexion with the Manual Training School, the late Mr. Willey provided for certain scholarships, of the value of £30 and upwards, tenable either at the College or elsewhere.

The Museum is well equipped with specimens of various kinds, and its inclusion as a part of the College has been of the greatest value to the latter, while, at the same time, much increasing the usefulness of the collections, which are now under the direction of the teaching staff, and can be freely used by them for purposes of illustration. The reference library, which includes the valuable Fisher Collection, consists of about 15,000 volumes, and there are, in addition, a lending library and a public reading room in the College building. The Museum and library are supported out of the rates, and a trust fund also provides about £65 a year for purchase of books.

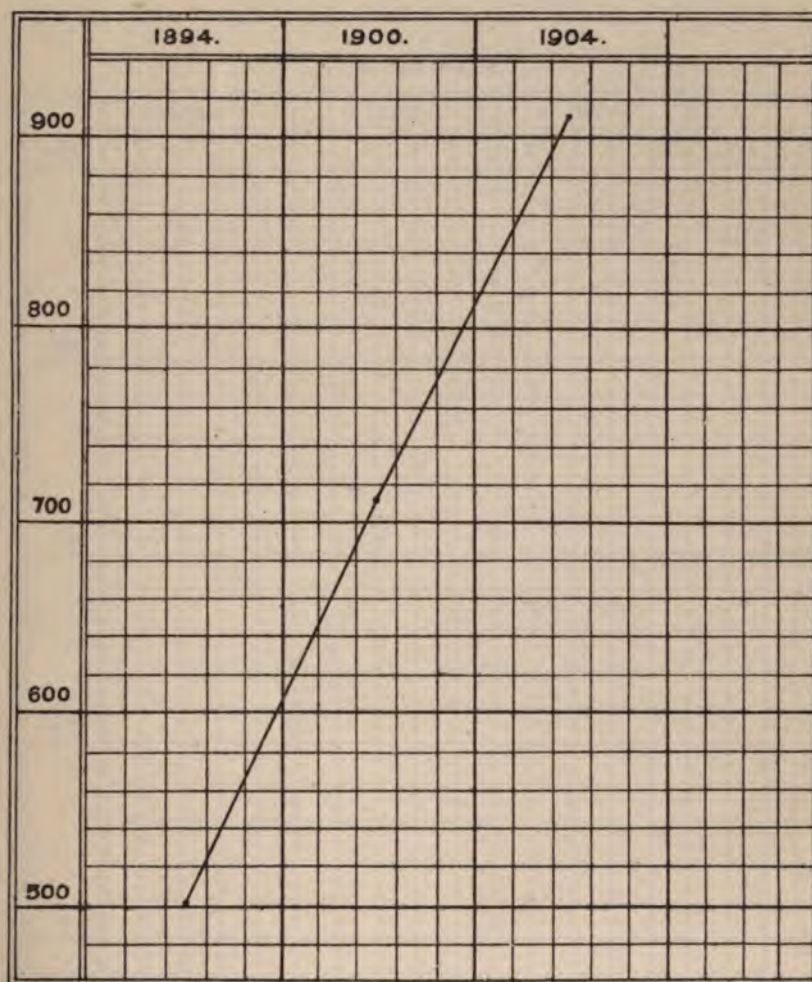
The University Extension Centre is affiliated to the University of Cambridge, and has had a highly successful history. In August, 1904, the Cambridge University Summer Meeting was held at Exeter in connexion with the College. It was admirably organised and largely attended.

The remarkable development of the Royal Albert Memorial College shows that its work has met a real need. But it could not thus rapidly have attained success, nor could the difficulties incidental to so important an undertaking have been overcome, had it not been for the liberal support and confidence of the City Council, the wisdom of the Principal (Mr. A. W. Clayden), the tact, public spirit and unflagging energy of Miss Montgomery, and the loyalty and keenness of the members of the teaching staff.

ROYAL ALBERT MEMORIAL COLLEGE.

*Diagram showing the increase in the total number of Students
in the whole College (excluding University Extension
Lectures), from 1894 to 1904,*

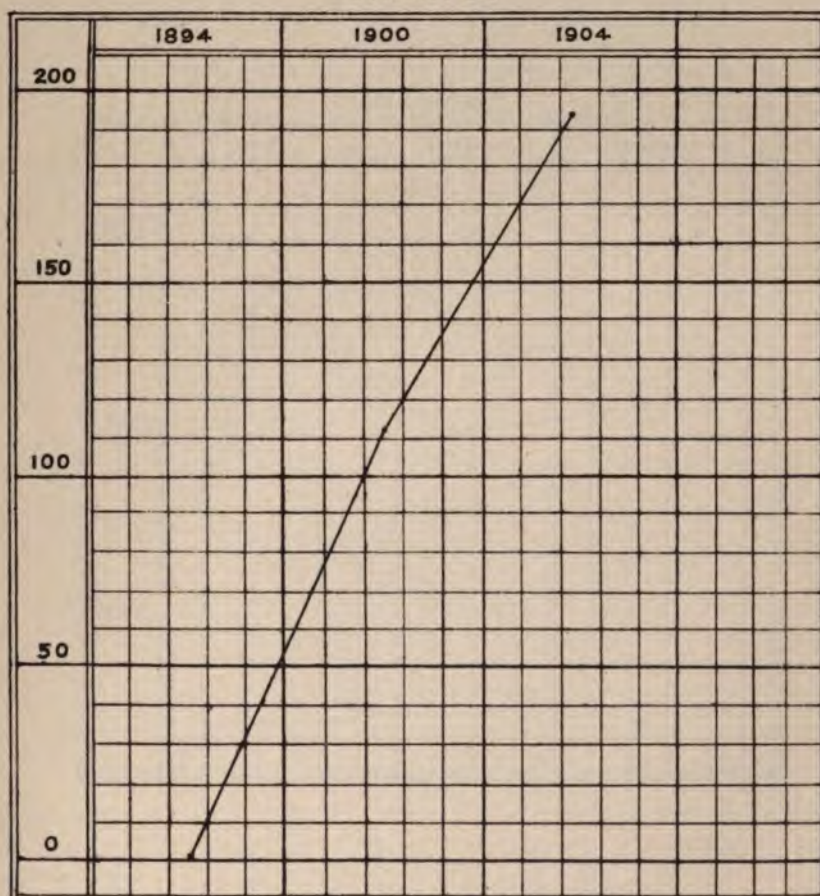
CHART I.



ROYAL ALBERT MEMORIAL COLLEGE.

*Diagram showing the increase in the number of Day Students
in the College (excluding the P.T. Centre and the Manual
Training School), from 1894 to 1904.*

CHART II.

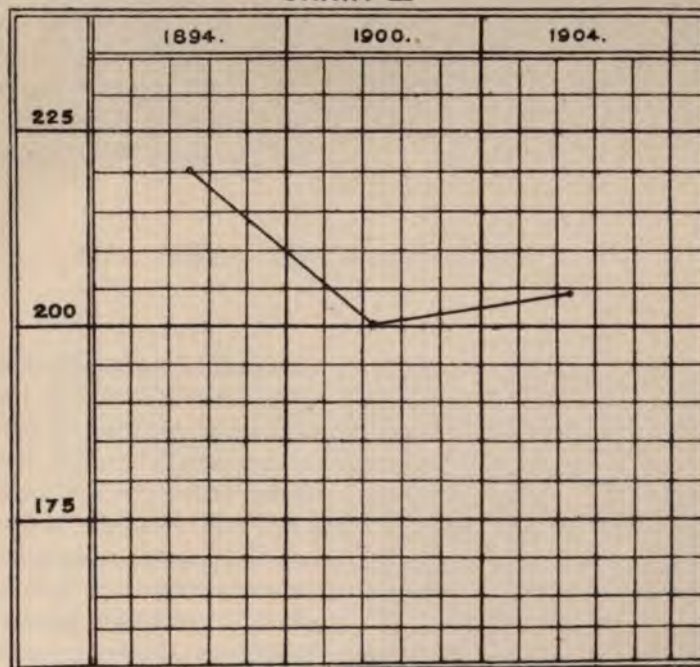


ROYAL ALBERT MEMORIAL COLLEGE.

*Diagram showing the attendance at University Extension
Lectures.*

1894 to 1904.

CHART III



CHAPTER V.

RECOMMENDATIONS.

It will be remembered that the aim of the Committee in instituting the inquiry of which this report is the outcome, was "to ensure a complete system of education in the City of Exeter." Their purpose was to ascertain "the best manner of supplying such further educational facilities as the City may require," while at the same time "so co-ordinating and developing the work of both primary and secondary schools as to avoid waste of effort and money" in the process of reorganisation. In this chapter, therefore, I shall submit for the consideration of the Committee a number of recommendations which have been framed with these ends in view.

(1). Higher Elementary Schools.

It would be desirable to establish, in close connexion with the elementary school system of the City two higher elementary schools with courses of study designed to meet the needs of those children who will enter upon the practical duties of life at fifteen years of age, and who require more advanced instruction than is given in the ordinary elementary schools. One of these schools should be for boys and the other for girls. Pupils should be admitted at twelve years of age, and should be required to have passed through the sixth standard in an ordinary elementary school, or to have received an equivalent training elsewhere. To begin with, neither of the schools should be large, but each should be capable of extension if necessary at some future date. § There should be an entrance examination, and only those pupils

§ The schools should be small (I would suggest 100 pupils in each case) for three reasons: first, because this would secure the middle secondary schools from the danger of undesirable competition; second, because the proposed higher grade schools would in effect be working out a new educational experiment, and would be more likely to succeed in this if the numbers of their pupils were on a very manageable scale; and third, because the value of the work of the schools will depend on its being of excellent quality, and good quality in education is necessarily a costly thing.

should be admitted who were found to be well grounded in elementary subjects and capable of profiting by the instruction provided. The tuition fee should in each case be sixpence a week, but one-quarter of the places should be free. In each school the ordinary course of instruction should be planned to cover three years, i.e., from twelve to fifteen years of age. For the benefit, however, of those intending to teach in elementary schools, there should be attached to each school a "preparatory class," in which instruction would be given, during their sixteenth year, to pupils who at its close would proceed to the pupil teacher centre or the Royal Albert Memorial College.

In the first two years of the course at each of the higher elementary schools, the instruction should be of a general character. The main feature of it should be thoroughly good teaching in English, with the object of developing in the children the power of clear expression in their mother tongue. The aim should be to cultivate precision of thought, accuracy of observation, and clearness of reasoning, to impart a love for good literature, to encourage private reading, and, through the teaching of history, to develop in them a sense of civic and national duty. The curriculum should further comprise geography ; nature study (which should be connected with the art teaching); practical physics ; elementary mathematics, including arithmetic, algebra and geometry ; drawing ; handicraft exercises ; class singing ; and carefully graded physical exercises. Except for boys intending to take the industrial course, mentioned below, who would have manual training instead of French, the course should also include French, taught with careful regard to grammatical accuracy, and, as far as possible, in the language itself. Such teaching would give the pupils a better understanding of their own language through the study of another, and would widen their intellectual outlook and sympathies by helping them to appreciate the national life and ideals of a great foreign people.

At the end of the second year of the general course the plan of studies should be divided into branches with a view to meeting the various needs of different categories of the pupils. Thus, in the boys' school, the third year's course should be divided into (1) general, (2) industrial, and (3) commercial branches ; while in the girls' school the branches should be (1) general, (2) commercial, and (3) domestic. But instruction in the laws of health, class-singing, and physical training should be common elements in all these courses of instruction.

Of these alternative courses of study during the third year, the general course would carry forward to a higher point the instruction given in the preceding two years. This course, alike in the boys' and in the girls' school, would be suitable for those intending to be pupil teachers, and would

in each case lead up to and be supplemented by the instruction given in the "preparatory class" up to the age of sixteen, when the pupil would be transferred to the pupil teacher centre.

The industrial course, at the boys' school, would carry forward the general training in English, the foundations of which would have been laid in the first two years of the course, but its characteristic feature would be special training in subjects useful for boys intending to seek employment in the building, engineering, and other constructive trades. Stress would be laid upon practical arithmetic and practical geometry. The elements of mechanics would be taught, and a considerable amount of time would be devoted weekly to manual training through woodwork and ironwork. The aim would be to give a practical turn to the course, but, at the same time, not to neglect the more liberal side of education.

The commercial course, which would be provided both at the boys' and at the girls' school, should not be of a narrowly utilitarian character. It should be in the main identical with the continuation of the general course, but should have certain features designed to meet the special needs of those intending to seek employment in shops or offices at fifteen years of age. A main object of this course should be to impart a thorough understanding of the principles of arithmetic, and to give expertness in making calculations. Great stress should be laid upon systematic exercises in handwriting, with a view to securing accuracy, legibility, and speed. The principles of book-keeping should be explained, and illustrated by the keeping of accounts in simple form. The pupil should be made acquainted with the purpose and form of the commoner commercial documents (invoices, cheques, etc.), but great care should be taken not to allow the course to degenerate into mere memorising of technicalities of business routine. Those technicalities will be best learnt at a later stage and in the ordinary course of business life. What can be done at school is to give the pupil an intellectual preparation which will fit him or her to enter into business duties with intelligence and with capacity to learn. In the commercial course, therefore, the liberal studies should continue to hold the chief place. The study of the foreign language, begun during the first two years, should be continued, and geography should have an important place in the course.

The domestic course, in the girls' school, would aim at preparing the pupils to be skilful and intelligent in the management of a home. Stress should be laid upon the teaching of hygiene, and the course should include instruction in cookery, laundry work, needlework (including mending, darning, and cutting out), the care of rooms, marketing, and the keeping of household accounts. Instruction should also be given in the care and feeding of

infants. But there should also be in the course a large measure of those liberal studies which develop character and give training in the right use of leisure.

The following diagrams show the plan of Higher Elementary School curricula suggested above. It will be understood that the third year of the course would not be broken up into completely separate compartments, but that the pupils in one division would share many of their lessons with the pupils in the other divisions of the same year.

Suggested Curriculum for the Higher Elementary School for Boys.

Preparatory Class attached 15-16		Preparatory Class for intending Pupil Teachers.		
Higher Elementary School	14-15	General Course.	Industrial Course	Commercial Course
	13-14	General Course.		
	12-13	General Course.		

Suggested Curriculum for the Higher Elementary School for Girls.

Preparatory Class attached 15-16		Preparatory Class for intending Pupil Teachers.		
Higher Elementary School	14-15	General Course.	Commercial Course.	Household Management Course.
	13-14	General Course.		
	12-13	General Course.		

The classes in the Higher Elementary School should be small, and there should be, at least, one certificated teacher to every thirty children on the roll. The teachers should be carefully chosen. It is desirable that some of them should have had experience of work in a secondary school. A playing-field should be available for the use of each school, but need not be

part of the school premises. For both boys and girls there should be organised school games. The latter are important as a means of developing *esprit de corps* and of teaching self control and willingness to co-operate for a common object.

Two schools of this kind would be a boon to the City of Exeter. They would provide a course of instruction well adapted to the needs of the more promising of those boys and girls who are obliged to leave school at fifteen, and who, therefore, require a kind of education definitely planned in view of that leaving age, and not a mere torso of the ordinary secondary school course. The influence of the higher grade elementary schools would react beneficially upon the work of the other elementary schools in the City. In so far as the latter developed higher standard work on their own account, they would habitually measure their standards of efficiency and attainment against those of the higher elementary schools. The requirements of the entrance examination at the higher elementary schools would put the teachers in the other schools on their mettle to send in well prepared candidates who should acquit themselves with credit in a test thus common to the whole of the elementary schools of the City. And as all the pupils would remain until they were twelve years of age in the ordinary schools, the latter would not suffer from the withdrawal of their brightest scholars at an unduly early age.

There is reason to believe that a considerable number of parents in Exeter would welcome the new educational opportunities which would thus be brought within the reach of their children at a trifling cost ; and the two higher elementary schools would render another important service to the City by furnishing a useful source of supply of candidates for the profession of teacher in elementary schools.

I would suggest that the St. John's Elementary School should be converted into a Higher Elementary School for boys, and that for the purposes of the Higher Elementary School for Girls a new building should be erected by the Education Committee in a convenient part of the City.

The choice of the St. John's Elementary School for the first purpose is recommended by two powerful arguments ; namely, by considerations of economy and by the fact that under the energetic direction of its headmaster, Mr. Smith, the school is already doing somewhat advanced work which might advantageously receive further development. On the occasion of my visit to the school, there were thirty-one boys present in Standard VII., and thirty boys in ex-Standard VII. Of the latter, thirteen were between fourteen and fifteen years of age. Boys do not leave this school immediately

on reaching the age or standard of exemption (i.e, fourteen or having passed Standard VI.), but frequently stay on until they can enter at fifteen years of age for the examinations for boy clerkships in the Civil Service, or for Post-Office telegraph clerkships, or for admission to the service of the Great Western or of the London and South Western Railway Companies. There is thus in this school a good nucleus for a higher elementary school. The plan suggested above would, if adopted, involve the concentration of the work of the school upon boys between twelve and fifteen years of age, and would, therefore, necessitate the ultimate discontinuance of the classes below what is now known as Standard VII. It would also necessitate such structural changes as might be required by the Board of Education, and, in the circumstances, it would deserve consideration whether it might not be prudent for the Governing Body of the St. John's Hospital Trust to discuss the advisability of disposing of the present site and buildings of the school, and devoting the sums thus received partly to the erection of a new Higher Elementary School for Boys in some other part of the City, and partly to some of the other educational purposes which are within the purview of the Trust.

It should be mentioned here that the scheme for the management of St. John's Hospital provides that the religious instruction given in the St. John's Elementary School shall be in accordance with the doctrines of the Church of England (Section 71). It must be presumed that, were the St. John's Elementary School converted into a Higher Elementary School, this obligation would continue. It is true that the Scheme contains the usual conscience clause, by virtue of which any scholar may be exempted from attendance at religious instruction, but it might well be thought desirable by the Governing Body, with a view to meeting the needs of a changed situation, to move for an amendment of the Scheme (if, indeed, any formal amendment were found necessary for the purpose) which would authorise them to provide, as an alternative for those boys whose parents preferred it, religious instruction on the lines followed in the provided elementary schools of the City, while retaining for the others the Church of England teaching as at present given.

It may, perhaps, be asked why I do not suggest that the Episcopal Girls' Elementary School should be used as a basis for the Higher Elementary School for Girls. That there is much to be said in favour of such an arrangement is obvious. The high standing and attractive position of the Episcopal Girls' Elementary School are strong arguments in support of the choice of that school for the purpose in view. But, in view of the fact that, by virtue of its endowments, the Girls' Middle School is a strictly Church of England

foundation, the balance of argument seems to me to turn in favour of establishing the suggested Higher Elementary School for Girls on an undenominational basis, and of placing it under the direct control of the Education Committee.

This is a suitable place in which to add a few words upon the probable cost of establishing and maintaining the two Higher Elementary Schools, the curriculum of which has been sketched above. The usefulness of the schools would depend upon the efficiency of the teaching staff. The schools would fail in their purpose unless the teaching given in them were of excellent quality, and the rest of their educational equipment ample and good. The annual cost of maintaining the higher elementary school for boys would be (apart from interest on expenditure upon buildings) about £9 per head. The corresponding figure in the case of the higher elementary school for girls would be about £8. The cost of building a higher elementary school for girls would be from £30 to £35 per place, in addition to the cost of the site. The manual work of the pupils in the industrial section of the boys' higher elementary school might be done in the workshops of the Manual Training School at present attached to the Royal Albert Memorial College.* The number of boys in the industrial section would probably not be too large for the accommodation there provided, and such a utilisation of existing facilities would be an economical expedient.

It remains to allude to a difficulty which, though not unlikely to be removed ere long, stands at present in the way of the adoption, in all its details, of the plan for higher elementary schools suggested above. The Higher Elementary School Minute, at present in force in England and Wales, contemplates the transference of children to the higher elementary schools at eleven years of age, or even earlier, and requires a course of instruction extending over four years. It is much to be hoped that the age of transference may shortly be raised to twelve, as an earlier entrance upon the higher elementary school course is undesirable, and a three years' course of instruction (twelve to fifteen) is sufficient. There is also good reason for regarding the present scale of Government grants to higher elementary schools as inadequate in proportion to the actual cost

* This would relieve the College of the cost of maintaining the junior classes of the Manual Training School—a part of its work which is a little out of keeping with the other aims of the institution. The Manual Training School might continue to provide classes for boys between fifteen and sixteen who had been through the Higher Elementary School industrial course and wished to remain in the Manual Training Department till sixteen. There would only be a few of these. Perhaps the Trustees of some of the parochial apprenticeship charities in Exeter might regard it as a useful application of their funds to give boys (intended for the constructive trades) this extra year at the Manual Training School. The cost of providing this year of manual training (15—16) could not fall on the Elementary Education rate. Failing contributions from other sources, it could be paid for out of the Higher Education rate.

of providing the kind of instruction required. Pending, however, a change in the present Higher Elementary School Minute, the suggested higher elementary schools in Exeter might, nevertheless, be organised under it, provided that the Board of Education gave its consent to a suitable curriculum. In that case, and assuming that the Board allowed, in respect of a three years' higher elementary school course, extending from twelve to fifteen, the grants at present made for the first three years of the higher elementary school course, which begins at eleven or even earlier, the Government grant on the higher scale, together with the fee grant, would amount on the average to £2 19s. 0d. per head. If, with the permission of the Board of Education, a fee of 6d. a week were charged, but a quarter of the places in each higher elementary school were made free, there would stand to the credit of the Education Committee a further sum of about 16s. 6d. per head per annum. This would make the total receipts £3 15s. 6d. per head, leaving chargeable to rates (1), in the case of the boys' higher elementary school, the sum of about £5 4s. 6d. per head per annum, and (2), in the case of the girls' school, about £4 4s. 6d. per head, apart from the cost incurred by the provision of sites and building. §

Were it found possible to admit to the higher elementary schools the children of parents who were not ratepayers of the City of Exeter, it would be fair to charge all such pupils a fee which would cover the real cost of the education supplied, less the amount received in Government grants. But if the schools were established on a small scale—say for 100 pupils in each case—(a limitation which would be prudent for the reasons mentioned), there would not be much room for pupils coming from outside the City boundaries.

(2). *The Middle Secondary Schools.*

Under this heading reference will be made to Hele's School for Boys and to the Episcopal Middle School for Girls. In each case the leaving age of the pupils is fixed by scheme at sixteen years.* Each of the schools is

§ Since this was written, the Board of Education has issued new regulations for Higher Elementary Schools. In point of age limits and scope of curriculum, they accord with the suggestions made above. But the grants offered are far from adequate, and even less in amount than those previously paid. The net result of the financial change is that the amount annually chargeable to rates in the case of the boys' school would be £5 8s. 6d. per head and in the case of the girls' school £4 8s. 6d. per head.

* But the Governors of the Girls' Middle School are permitted, by section 68 of their scheme, to prolong the period during which any scholar may remain at the school beyond the ordinary age of leaving if she evinces special promise and aptitude for teaching. In that case the Governors may make arrangements whereby she receives instruction in the art of teaching, and, in return for a modest remuneration, gives assistance in the ordinary work of instruction in the school.

doing a very useful work. In each, however, the accommodation is insufficient to provide the number of separate class-rooms required. In neither is there a laboratory. Neither has a sufficient playground. In both schools the staff needs improvement and is inadequately paid. Both schools suffer seriously from insufficiency of annual income. Both are at present disqualified by their lack of laboratory accommodation from earning Government grants. In both the fees are low. In both, some of the pupils stay too short a time to gain the full benefit of a secondary education. But each of the schools is rendering, even in present circumstances, a very useful service to Exeter and to its neighbourhood, though the value of that service might be greatly enhanced by improvements in the conditions under which the work is now done.

I desire to report to the Committee my strong sense of the value of the work which is being done by Mr. E. H. Shorto, the Headmaster of Hele's School, and by Miss Headridge, the Headmistress of the Episcopal Middle School for Girls, and by several of their colleagues in the respective schools. The personal influence of the head teachers shows itself in the bearing of the pupils and in the excellence of much of the work which is done in each school. Mr. Shorto has been in the service of Hele's School for a period of 55 years, five years as student teacher, thirty-four years as assistant master, and sixteen years as headmaster. It must be a source of much gratification to him, in the closing period of his long and honourable career, to feel that his labours have borne ample fruit in the lives of so many of his pupils, and that when he resigns his trust into the hands of his successor he will carry with him into his retirement the affectionate regard of his old scholars and the sincere respect of all who have witnessed his manly and genial work.

It may seem at first sight somewhat singular that, in a city of the size of Exeter, with a population of less than 50,000, a proposal should be made not only to maintain the existing Middle and Higher Secondary Schools, in each case for boys and girls, but to establish two Higher Elementary Schools in addition to them. Local conditions, however, point towards this as, in present circumstances, the wisest course. Exeter is the educational metropolis of the West, and therefore requires a variety of educational institutions somewhat disproportionate to the number of its resident population. Moreover the high antiquity of the city, with its long tradition of varied culture, has entailed distinctions of outlook and of social intimacy which inevitably reflect themselves in the sphere of educational organisation and produce a preference for a wider choice of schools than would be required in many larger towns of more recent growth. These considerations, however impalpable in their character, cannot prudently be brushed aside or

overlooked. Time may bring some abatement in their force, but they must be taken into account in planning any scheme of educational reorganisation which is to work smoothly and efficiently at the present time. These reasons point to the conclusion that considerable variety in the grading of schools will be expedient in the case of Exeter, and that, in directing the new educational developments which are now required, it will be prudent to allow for differentiation in educational aims.

It is manifest that in a centre of the intellectual importance of Exeter there should be, both for boys and girls, secondary schools of the highest grade, preparing their pupils for Oxford and Cambridge and for the higher professional callings. On the other hand, it is equally clear that the growing demand for improved education on the part of the industrial classes makes it desirable to provide a new type of school (the higher elementary) which will supplement and carry forward the work of the ordinary elementary schools by offering a course of instruction suitable to the needs of boys and girls who will leave school at fifteen years of age. Ought, therefore, the middle secondary schools, the distinct sphere of which lies between the types of school mentioned above, to be given up? If the answer were in the affirmative, Hele's School would have to be either amalgamated with the Grammar School or converted into a higher elementary school for boys, while the Episcopal Middle School would have to be absorbed into the High School or converted into a higher elementary school for girls. If the first of these alternatives were chosen, the higher secondary schools would be unable to concentrate themselves upon their present work, and there can be little doubt that some categories of their pupils would seek elsewhere the kind of training which they are at present receiving at the Grammar School and the High School, but which, in the opinion of their parents, those schools would, in consequence of the amalgamation, be in future less well fitted to give. If, on the other hand, the second alternative were chosen, the sons and daughters of a considerable and very deserving section of the population resident in Exeter and its vicinity would find themselves shut out from the kind of secondary education which, if given efficiently, is the most appropriate to their needs. Little would be gained in the long run from such a situation. Hence it seems desirable to do all three things, viz., to maintain the Grammar School and the Girls' High School at their present level, to establish two higher elementary schools, and also to enable Hele's School and the Episcopal Middle School to attain the standard of educational efficiency which is now required in the case of middle secondary schools—a standard which has materially risen since Hele's School and the Episcopal Middle School were opened in 1850 and 1877 respectively. To secure this result, steps should be taken to increase the annual income of the secondary schools.

If two efficient higher elementary schools were established in Exeter without steps being taken at the same time to lessen the financial difficulties which now restrict the usefulness of Hele's School and the Middle School for Girls, there would probably be an undesirable diversion of pupils from the latter schools to the new institutions. Strongly, therefore, as the need for the higher elementary schools has impressed itself upon me in the course of my inquiry, I would take this opportunity of urging that the advantage of having them would be dearly bought if they entailed needless injury to the middle secondary schools. Higher elementary education is not a substitute for middle secondary education, but a complement to it. If, however, steps are taken at this juncture to enable the middle secondary schools to do their work with full efficiency, there is no reason to feel any alarm for their future. They and the higher elementary schools will each fill a distinct place in the educational economy of Exeter. Each has its definite aim and should be enabled to achieve it. That the middle secondary schools should be a little smaller in future than they are at present would not be a misfortune, provided that what work they did was highly efficient. The thing to aim at, both in regard to secondary and to higher elementary education, is quality of work, not mere quantity of pupils. It seems desirable, therefore, that both the middle secondary and the higher elementary schools should be small but good. The ratepayers will find that really sound education is one of the most profitable investments. It is on pretentious schools, doing intellectually shallow work, that money is thrown away.

Suppose, however, it may be asked, that Exeter is equipped with two excellent higher grade elementary schools and two highly efficient middle secondary schools, what will be the effect upon the higher secondary schools, i.e., upon the Grammar School and Maynard's School for Girls? To this question it is impossible to make a confident reply. The future development of higher secondary education in England is veiled in some uncertainty. Will the future lie with boarding schools or with the first grade day schools? No one can say. For my own part I am inclined to think that the latter, especially when situated in a highly cultivated centre like Exeter, have a great future before them, especially when they also make provision for a limited number of boarders. In any case, so far as Exeter is concerned, it would in my judgment be unwise to retard at this juncture the development of the middle secondary schools for fear of possible damage being done to the economic interests of the higher secondary schools. Provided that the work of the latter schools continues on its present level of excellence and that funds are now found to enable them to increase their expenditure on staff and equipment, there is no reason to feel misgiving for their future. At any rate the risk of serious injury being done to them would be slight in

proportion to the advantage which the whole community would derive from the general improvement of its educational facilities.*

The special needs of Hele's School and of the Episcopal Middle School are set forth in the following paragraphs.

(a). HELE'S SCHOOL.

1. The curriculum of the school needs to be strengthened as regards natural science, the lessons in which are at present confined to one hour per week in each of the three highest classes in the school. These lessons, in accordance with provisions laid down in Section 130 of the Scheme, are taken at the Royal Albert Memorial College. It is desirable that the school should have its own laboratory, and that three hours a week should be given to science taught theoretically and practically. The headmaster should be free to increase or to lessen the amount of science taken by individual boys according to his judgment of their aptitudes and needs.

More time might with advantage be given to French in the earlier years of the course.

Room might be found for these changes in the curriculum (a) by reducing the time given to instruction in writing in the three lowest classes (b) by removing shorthand from the place which it now holds as part of the regular curriculum of the five highest classes, and (c) by assimilating the time assigned to religious instruction to that assigned to the same subject at the Grammar School.

It would be desirable to retain Latin in the curriculum (the Headmaster speaks strongly of its educational value and would much regret its exclusion), but German might be allowed as an alternative to it. Provision should also be made for manual training (woodwork), but it would not be desirable to make this subject obligatory for all boys in the school.

* There is, of course, always a danger lest a new school should injure one already established. An episode in the earlier educational history of Exeter may possibly be an illustration of this. Nicholas Carlisle, in his *Endowed Grammar Schools* (London, 1818, vol. I, p 217), gives a short description of the Exeter High School which, he says 'appears to have been founded in 1343 by Richard de Braylegh, Dean of Exeter,' and to have been rebuilt in 1561. Carlisle adds that 'when the Free Grammar School within the Hospital of St. John Baptist was established in the beginning of the Seventeenth Century, the profits of the High School, which before that period had been very considerable, seem to have declined; in consequence of which the latter was sometime between the year 1739 when John Bradford was appointed Master and probably the last Master, and the year 1759 when there certainly was no master, either dissolved or consolidated with the Free Grammar School.' But in the absence of precise facts, especially as regards the comparative efficiency of the two schools in question, it is impossible to draw any confident conclusion from the sparse account which is all that Carlisle can give of the matter.

Provided that the headmaster were allowed freely to use his discretion in permitting individual boys to drop certain subjects when he had reason to think that they would gain from greater concentration of study, the changes suggested above would not unduly extend the range of the boys' work. At the same time it should be acknowledged that the strong point of the existing curriculum at Hele's School lies in the fact that no attempt is made to teach the boys a little of a great number of subjects. The old-fashioned curriculum had this signal merit. But our modern courses of study in secondary schools are often over variegated. By being made to learn a few things more thoroughly, many boys would gain more intellectual discipline from the course. But the difficulty is to say what can be left out. The range of knowledge has been rapidly extended through intellectual activity in all directions, and secondary schools are suffering in consequence from a congestion of subject-matter. This is part of the penalty which we pay for living in a time of swift intellectual transition.

2. The structural changes which the school needs are not very serious. A new block should be added to the present buildings, and should contain a laboratory, a class-room, a woodwork room, and a masters' common room. This would cost, with fittings, about £1,200. I would suggest that half this sum should be contributed from the St. John's Hospital Trust and half by the City. A playing field should be rented for the use of the school.

3. The staff of assistant masters should be strengthened and the scale of salaries should be improved. Otherwise it will be impossible to secure for the service of the school men of the character and intellectual calibre required for its work. It would not be necessary that all the assistants should be qualified for registration in Column B. The following scale is suggested on the assumption that the school will contain about 150 boys. In view of the various changes proposed, it is unlikely that the numbers will, on the average, exceed that total :—

Headmaster (say), £400 per annum.

Three assistant masters, each at £150 per annum, rising by annual increments of £10 to £300.

*Two assistant masters, each at £150 per annum, rising by annual increments of £10 to £200.

**Two assistant masters, each at £140 per annum, rising by annual increments of £10 to £160.

* It is suggested that these masters, who should be fully qualified for Column B, would be encouraged to seek promotion elsewhere at the end of five years' work in the school.

** These masters would not be qualified for Column B, but would have had experience in public elementary schools.

The student-teachers should not count on the staff. One of the assistant masters should be charged with the duty of giving them special instruction in educational methods. The student-teachers should hold exhibitions tenable for one year.

4. Application should be made to the Board of Education for an annual grant, under the Regulations for Secondary Schools.

5. In view of the improved education which would thus be given at the school, the fees might fairly be raised. They are at present £4 10s. a year for boys under twelve, and £6 a year for boys over twelve. When the school was reorganised it would be reasonable to raise these fees to £6 and £10 respectively. This increase would entail an amendment of Section 115 of the present scheme.

6. In the event of the present Headmaster feeling that he would prefer that the work of reorganisation should be carried through by a younger man, I would suggest that Mr. Shorto's long and faithful service should be recognised by the award of a life-pension of £200 a year.

7. Were the school reorganised and placed upon a footing of suitable educational efficiency, I estimate that, over and above all receipts from endowment, from school fees and from Government grants at the present rates, the cost would, if the school contained 150 boys, be about £3 per head, rising gradually, in the course of fifteen years, to about £5 5s per head. This would allow for (1) fifteen scholarships giving free tuition—viz., the proportion of free places contemplated by Section 120 of the scheme—(2) for headmaster's pension, and (3) for all outgoings on salaries and maintenance; but would exclude the annual charge for repayment of the capital expended on new buildings. In the interests of the City, it seems expedient that this deficit on annual maintenance, which (including scholarships) would amount at first to about £450 a year, less any contribution from the County in respect of boys attending the school from outside the City area, should be paid out of rates. In that case it would be desirable to obtain an amendment of the present scheme with a view to the appointment of a distinct governing body for Hele's School, in the same way that the scheme, by Sections 40—51, already provides for distinct governing bodies for the Grammar School and for Maynard's School. On the Governing Body of Hele's School, the representatives of the Council of the City of Exeter should be in a clear majority.

8. Of the exhibitions assigned under Section 120 of the present scheme, one or two might with advantage be made tenable at Hele's School by student-teachers, who should have graduated at a University. Among the

places of liberal education at which the other exhibitions were tenable, the Royal Albert Memorial College might well hold a prominent place. Such an arrangement would strengthen the connexion between Hele's School and the College.

9. Boys should be strongly encouraged to enter Hele's School not later than twelve years of age, and to remain for four years. Any boy seeking admission at a later age should be required to enter the school at the point which he would naturally have reached had he entered the school at the normal age. If, in the entrance examination, he failed to reach such standard, he should not be admitted. Late comers and early goers injure the intellectual efficiency of a school, and should be steadily discouraged.

10. The increased efficiency of the school would doubtless make it even more attractive than it is at present to boys living outside the City of Exeter. But the tuition of these boys would entail upon the City certain expenditure which the fees paid by them would not fully meet. It would, therefore, be desirable in that case that the City should approach the County Education Committee with a view to a grant being made by the latter towards such a deficit. Failing such a grant, it would be open to the City to impose a differential fee in the case of pupils coming from outside the City area.

11. The school, as reorganised, would give a thoroughly efficient education on modern lines especially suitable for boys intended for business life, for certain professional callings and for the work of teaching in elementary schools. The latter, on leaving the school at sixteen, would proceed to the pupil teacher centre at the Royal Albert Memorial College.

12. It is suggested that one place in ten should be free. These scholarships should be awarded in a competition open to boys, not exceeding twelve years of age, in the public elementary and other recognised schools of the City.

(b.) THE EPISCOPAL MIDDLE SCHOOL FOR GIRLS.

1. The grave difficulties with which this school has to contend are summed up in the words "lack of funds." In the teeth of these difficulties the headmistress and her colleagues are struggling pluckily and with considerable success. With enlarged resources and better accommodation the efficiency of the work of the school would be materially increased.

2. The school is understaffed in respect of mistresses qualified to take the higher classes. In consequence of this, the two highest classes have the same lessons in all English subjects as well as in French.

3. The practice of appointing teachers with insufficient academic qualifications should be abandoned.

4. The scale of salaries offered to the assistant mistresses is very inadequate, and should receive immediate attention. In February, 1904, only two of the assistant mistresses received £100 a year : the others received respectively £90, £80, £75, £60, £50, £50, £45, £24, £24. If the numbers in the school remain at their present level, all the assistant mistresses should begin with a salary of £110, and their salaries should rise by regular increments (1) in two cases to £250, (2) in three cases to £200, (3) in three cases to £150, and (4) in three cases to £130. The salary list of the assistant mistresses amounted, in the Spring of 1904, to a total of £698 per annum. The minimum should be £1,210, rising gradually in the course of fourteen years to £1,940.

5. With the present number of pupils, the minimum annual maintenance cost consistent with efficiency would be £8 10s. per head, rising to £11 5s. od. In 1903 the expenditure on "maintenance" (including salaries and upkeep) was £5 14s. per head. This is not thrift, but false economy.

6. The school needs a laboratory and (if the present numbers are maintained) three class-rooms. The large hall ought to be made available for drill and, if possible, for simple gymnastics. Otherwise a gymnasium will be required. Careful physical training is especially desirable in a school where there is no large playing-field, and where, owing to the facts that there are always afternoon lessons and that many girls come from a distance, school games are not very well taken up. A gymnastic class has been wisely organised in connexion with the school, and is held at the West of England Gymnasium in St. Sidwell's. But in February, 1904, only one-third of the girls availed themselves of this class, for which a small extra fee of 2/6 per term is charged.

7. It is urgently necessary to increase the income of the school. Steps should, therefore, be taken to qualify the school to receive Government grants under the Board of Education's Regulations for Secondary Schools. Perhaps a little more can be spared to the school from the income of the Episcopal Charities Trust. This would entail a modification of Section 30 of the Scheme. The fees are low, and, in view of the needs of the case, might with advantage be raised. At present they run as follows : Kindergarten, £3 3s. per annum ; Lower School, £4 4s. per annum ; Middle School, £5 ; Upper School (Forms V. and VI.), £6. The Kindergarten fee might be left at the present figure, the other fees being raised to the following annual amounts : Lower School, £7 7s. ; Middle School, £8 ; Upper School,

£9. These alterations would entail a modification of Section 55 of the Scheme. If the numbers remained at the level reached in February, 1904, these revised fees would add about £680 to the annual income. Even if the increase of fees entailed some reduction in the numbers of pupils, no serious harm would be done, and it might then be possible to dispense with building one of three additional class-rooms at present required.

8. Among the subjects which the Scheme (Section 65) requires that the course of instruction should comprise, are Household Management and the Laws of Health. It does not appear that these subjects were taught at the time of my visit to the school.

9. The Education Act, 1902, requires the City Council in exercising its powers under Part II. of the Act (Higher Education), to have regard to any existing supply of efficient schools. The Middle School for Girls occupies an important place in the educational system of the City. By reason of the nature of the Trust from which it derives its endowment, it is of a distinctively denominational character, with the usual conscience clause which authorises pupils to be exempted from religious instruction on the written request of the parents or guardians. I would suggest that, without making any fundamental change in the character of the school (a character which is impressed upon it by the nature of the endowments from which it draws a necessary part of its resources), the Governors should, in view of the circumstances of the case, consider the advisability of making arrangements for the provision of undenominational religious teaching in the school for those pupils whose parents might express a preference for it. Provided that the Governors see their way to building the required laboratory and new class-rooms, and that the school is made eligible to receive Government grants, it would, in my judgment, be equitable for the City to make an annual grant of £200 in aid of its maintenance. City junior scholarships should also be tenable at this school. There should be about fifteen such scholarships, three or four being awarded annually, and each giving free tuition and tenable for four years (12—16).

10. A strong effort should be made here, as at Hele's School, to encourage parents to send their children at twelve years of age and to keep them at the school till their sixteenth birthday.

(3). *The Higher Secondary Schools.*

Under this heading reference will be made to the Grammar School and to the Girls' High School on Sir John Maynard's Foundation.

It is of high importance that these two schools should continue to do their present excellent work. They are a great credit to Exeter, and an important element in the higher educational life of a wide area.

(a). THE GRAMMAR SCHOOL.

1. The work of the school will be much strengthened by the provision of the new laboratories.

2. Considering the high standard of work which is rightly expected of them, the assistant masters are seriously underpaid. The headmaster makes a liberal contribution towards the salary fund, but, in spite of this, the stipends of the assistant staff are inadequate. It is clear that in such a school as the Exeter Grammar School the salaries offered to the assistant masters should be on a scale which will attract and retain the services of men of high attainments, of intellectual vigour and of trained professional skill. The real power of an educational system depends on many factors—on the national belief in education, on the intellectual quality of the material upon which the schools do their work, on the intellectual climate of the age, on skilful organisation, on the provision of adequate resources, on precision of aim, on the quality of the national ideal—but the most indispensable factor of all resides in the personality of the teachers, in their strength of character, intellectual grip, sincerity of thought, and devotion to duty. In a period of anxious transition, alike in thought and in social organisation, it is more than ordinarily important to have the best type of men and women at work in the schools. And at a time when fresh educational instruments have to be forged out of the great masses of new knowledge which have been gathered together by scientific inquiry and research, we require teachers of great mental ability, as well as of high personal character, to undertake the work of readjusting the older educational tradition to our changing and complex needs. Yet it is not too much to say that the future of English higher secondary education, more especially in day schools, is now imperilled by the unattractive prospects of the teaching profession, as viewed on its financial side.

Is it unreasonable to propose that in a first-grade secondary day school an assistant master's salary should at least begin at £150 (without board

and lodging) and rise by annual increments of £10 to a maximum of at least £300 ?

Yet, at the Exeter Grammar School, whose pupils have won so much distinction, the total sum paid in 1903 in salaries to the assistant masters fell short by nearly £100 of what would have been paid, had the above scale been in operation. And it should not be forgotten that, in a first-grade secondary school, one, at least, of the senior members of the staff should, in view of special responsibilities attaching to his position, receive a higher maximum salary, and that one or two at least of the junior members should start with a higher commencing stipend, than those named above.

3. The income of the school must, therefore, be increased, or its future usefulness will be seriously threatened. It needs more money in order to keep its equipment up to date, and in order to provide due increments to the stipends of the assistant masters in proportion to their length of efficient service.

4. There are four sources from which such necessary addition to income might be derived. First, it deserves consideration whether, in view of the true cost of a first-grade secondary education, the fees should not be increased. At present the fees for day boys are (1) for boys under ten, £10 a year ; (2) for boys from ten to thirteen, £15 a year ; (3) for boys over thirteen, £18 a year. The fees for boys under twelve might be left as at present, but the fees payable for boys over twelve might be raised to £21 a year. This would be a reasonable charge for the excellent education provided. If the numbers of boys in the school remained as in February, 1904, the suggested change in fees would add £424 to the school's income. It might be added that the Scheme (Section 85) sanctions a tuition fee of £21 a year.

Secondly, if the Governing Body of the St. John's Hospital Trust decided to sell the site in High Street, the proceeds of the sale might increase the amount of the residue payable to the Grammar School under Section 39 of the Scheme.

Thirdly, application should be made for a Government grant under the Board of Education's Regulations for Secondary Schools. Those regulations require, *inter alia*, that "from its character and financial position, the school must be eligible to receive aid from public funds," and that "the school fees must be approved by the Board as suitable."

Fourthly, a grant in aid might be made by the City Education Committee. In view of all the circumstances of the case, and of the economic

and civic importance to Exeter of maintaining in high efficiency a first-grade secondary day school, I would suggest that the City Education Committee should make an annual grant to the school sufficient to meet the cost of one assistant master, viz., a grant of £150, rising by annual increments of £10 to £300. In the event of such a grant being made, it would be desirable that the Council should have direct representation on the Governing Body of the school.

5. It is desirable that provision should be made by which poor boys of special promise would be enabled to go through the whole course at the Grammar School from twelve to eighteen or nineteen years of age. One such scholarship might well be offered annually for competition among boys who had received their previous education at a public elementary school in the City of Exeter. It should be tenable for six or seven years (twelve to eighteen or nineteen) in order that the holder might have an opportunity of winning a further scholarship at Oxford or Cambridge or some other place of higher education. The award should be made after an examination (written and oral) to which boys under twelve would be admitted. In cases of need, a maintenance allowance of £10 a year should be attached to the scholarship. This scholarship should only be awarded in cases of distinct promise, as it is but a cruel kindness to encourage poor boys of mediocre ability to embark on a course of education which must extend over many years, and which is designed to lead up to professional careers or to other callings of a like nature. The road, however, should always be kept open for boys of real promise, and it is more remunerative to the community to help a few such boys liberally than to give insufficient aid to a larger number. The renewal of the scholarship should depend from year to year upon the authorities of the school being satisfied with the scholar's progress. When, after two years' trial, the scholar's actual performance in school belied his early promise, he should be advised to follow another and more suitable course of education before it was too late to make such a change without injury to his prospects. The real cost of furnishing such a scholarship would be about £21 a year, or, with the maintenance allowance of £10, £31. It is unlikely that there would be a suitable candidate every year. Probably the scholarship would not be actually awarded oftener than every other year, though the examination should be held at annual intervals. There would thus be about three such scholars holding scholarships at any one time in the school. The annual cost would, therefore, be about £100. If the school receives the additional income suggested in the foregoing paragraphs, this expenditure should, I think, be made by the Governing Body out of school funds.

It is also expedient (especially in view of Section 92 of the Scheme) that at least one other scholarship, tenable at the Grammar School from

twelve to eighteen or nineteen years of age, should annually be offered for competition among boys educated at recognised public and private schools in Exeter. This competition should be open to boys from the public elementary schools, but not limited to them. The average total cost of these scholarships would probably amount to about £125 in each year.

The City Education Authority might, if it so preferred, defray the cost of the scholarships mentioned in the two preceding paragraphs instead of making a direct contribution in aid of the maintenance of the staff, as suggested in (4) above. But it should be borne in mind that the essential thing is that the teaching at the Grammar School should be maintained on the highest level of efficiency, and that, to secure this in the future, an increase in its present income is necessary.

(b.) THE GIRLS' HIGH SCHOOL.

(On Sir John Maynard's Foundation)

1. Certain structural changes are desirable here. The room which at the time of my visit was used as a Kindergarten has too little sun. It would be advantageous to build a new Kindergarten room on the sunny side. The room now used for the Kindergarten might then be used as a cloak-room, and the present cloak-room converted into a gymnasium. But, as it is rather low for the purpose, a better plan (if means allowed) would be to build a gymnasium as well. There should also be an art room. The girls evince distinct artistic ability.

2. The staff of teachers was one short for the numbers in the school in February, 1904.

3. Provision should be made for giving increments to the teachers' salaries in proportion to length of efficient service.

4. Some new desks are needed in the school.

5. There should be attached to the school three leaving exhibitions (one to be awarded in each year) of the value of about £50 a year, and tenable at a University or some other place of higher education.

6. There should be awarded annually one or two internal scholarships, giving free tuition.

7. The school thus needs an increase of income. It would be desirable to make application for a Government grant under the Board of Education's

Regulations for Secondary Schools. If the Governing Body of St. John's Hospital Trust think it expedient to sell the site in High Street, the proceeds of the sale may increase the residue payable to the school under Section 39 of the Scheme. It also deserves consideration whether the fees (which at present in the case of girls over ten amounts to £15 a year) might not be raised £1 a term in the case of girls entering over thirteen years of age.

8. The games club deserves encouragement at the hands of the Governing Body, and it would be desirable to secure a permanent playing field.

9. The Scheme (Section 104) requires that the subjects of instruction shall comprise domestic economy and the laws of health, but at the time of my visit it did not appear that teaching was actually given in these subjects. With regard to the study of domestic economy, there is much to be said for encouraging the girls to take a course in the subject after leaving the High School, and the establishment in Exeter of a School of Domestic Science would facilitate this.

10. I would suggest that the City Education Committee should establish the leaving exhibitions mentioned in (5) above. This would ultimately entail an annual expenditure of about £150.

(4). The Private Secondary Schools.

The private secondary schools play a part of considerable importance in the educational provision of Exeter. Several of them are doing a meritorious, and a few an excellent, work. Others, on the contrary, are far from deserving praise. As more than one-third of the boys and girls receiving secondary education in the City are in schools under private management, it is desirable that steps should be taken by the Education Committee to encourage the efficient private schools, to discourage the inefficient, and to enable parents to discriminate between the two categories when considering to what school to send their children.

Success in passing a few candidates with credit through public examinations cannot be regarded as in itself a sufficient proof of the educational efficiency of the whole school. I would suggest, therefore, that every private secondary school in Exeter should be invited to place itself under regular inspection by the Board of Education, or by some other recognised

inspecting authority approved by the Education Committee, and that the latter pay the fees for such inspection. These periodical inspections should be so conducted as to ascertain the suitability and good sanitation of the premises used for school purposes, as well as the intellectual quality of the work of the school. Private schools, whose educational efficiency and good sanitation were thus vouched for by periodical inspection, might, with advantage, be granted certain privileges, as follows :—

(1.) Full particulars about their work might be published in the Educational Directory of the City, the annual issue of which is suggested below (p. 66).

(2) Their pupils might be allowed to enter for the competition for the scholarships awarded by the Education Committee.

(3.) Some of the scholarships awarded by the Education Committee might be tenable at certain private schools, if the holders so preferred.

(4.) The Education Committee might offer to deposit, free of charge, at any private secondary school a loan collection of books of reference (standard dictionaries, encyclopædias, etc.), of maps, of illustrations for use in the teaching of history and geography, and of other educational apparatus. By means of such loan collections of books and apparatus, the educational equipment of the private schools would be materially improved at an expense which would be small compared with the benefits likely to be derived by the community from the arrangement. The books and apparatus would be stamped with the Committee's mark, and would remain its property, but might be left, with periodical renewals, in the keeping of the recognised private school so long as its efficiency, as tested by inspection, was maintained.

(5). *The Training of Pupil Teachers.*

The pupil teacher centre at the Royal Albert Memorial College is doing excellent work, and the Committee's wisest course would, in my judgment, be to continue their support to it and to make it the one pupil teacher centre in Exeter. The staff of teachers at the College pupil teacher centre are skilful, experienced, and energetic. The work which is being done by Miss Shorto calls for special praise. Much is being done by her and others to develop the corporate life of the pupil teacher centre, as well as to stimulate intellectual interests among those who attend its classes. At the College the pupil teachers have the great advantage of a good library and an excellent

museum, both of which they are beginning to appreciate and to put to good use. It is also an advantage that the pupil teacher centre should be carried on in the same institution as the Training College, to which many of the pupil teachers will, in due course, proceed for their further professional training. Another and no inconsiderable benefit incidental to the present arrangement lies in the fact that the pupil teachers thus become familiar with, and attached to, the College to which those of them who may remain in Exeter will naturally return, in the course of their subsequent professional life, for intellectual stimulus and for further opportunities of culture. Thus, on a review of the circumstances of the case, it becomes clear that, so far as Exeter is concerned, it will be more prudent to strengthen the pupil teacher centre at the College than to attach pupil teacher centres to the middle secondary schools. A further argument in support of that course may be drawn from the fact that the accommodation at the middle secondary schools is insufficient for the needs of the pupils who will remain there up to sixteen years of age, and that the provision of the accommodation required for a pupil teacher centre would not be easily arranged for in addition to what will, in any case, have to be done in the way of structural change. Moreover, a number of pupil teachers will come on from the preparatory classes attached to the higher elementary schools, if the suggestion for the establishment of these schools is carried into effect. It would, therefore, be a more economical arrangement to have one pupil teacher centre for Exeter, and to retain it at the College, than to establish small centres at each of the middle secondary schools and a third small centre at the College for the pupils coming from the preparatory classes attached to the higher elementary schools. Nor would it be possible, in view of the reorganisation which is necessary at Hele's School, to establish a pupil teacher centre there at any early date. But it is comparatively simple to develop the College pupil teacher centre, because the latter is already in successful operation.

If, therefore, the pupil teacher centre is fixed at the College, the pupil teachers will come to it at sixteen years of age from Hele's School, from the Episcopal Middle School, possibly from some of the private secondary schools for girls (e.g., Miss Crabb's), and from the preparatory classes attached to the higher elementary schools for boys and girls. From these various sources, the Education Committee may count on getting a good supply. The pupil teacher centre at the College will also, doubtless, continue to receive many pupil teachers from the County area.

Intending pupil teachers should be encouraged to go to the middle secondary schools for the full four years' course from twelve to sixteen. It would be of comparatively little use for them to go to the secondary school at fourteen for a couple of years. Those who went to the higher elementary

school would enter there at twelve years of age, and would also go through a four years' course, viz., through the general course from twelve to fifteen, and then through the "preparatory class" from fifteen to sixteen. In each case the first educational "break" would come at twelve, and the second at sixteen years of age. They would complete their College training—at the Royal Albert Memorial College or elsewhere—at twenty. The division of time would thus be symmetrical, orderly, and convenient.

It is impossible to say at present how many pupil teachers will be required annually in Exeter, but there is no reason to anticipate any shortage in the supply—especially in the case of girls. It is unnecessary for me, in this report, to enter into the technical questions involved in the award of bursaries, but I would suggest that, if it is found necessary to offer them, they should not be given before fourteen years of age, and that in the case of boys the total amount of the two years' bursary, together with the salary paid in the two years' pupil teacherhood, should bear relation to the sum which an intelligent boy would earn in an office from the close of his fourteenth to the close of his eighteenth year. It is, however, in improving the position of the adult teacher, not (so to speak) in placing baits at the door of the profession, that the best means will be found of securing the right type of recruits for the teacher's calling.

It would be expedient for the Committee to keep the head teachers of the middle secondary schools, and especially of the girls' schools, well acquainted with the arrangements made for the admission and training of pupil teachers in order that they may bring before their pupils the advantages offered by the elementary school teaching profession.

(6). The Training Colleges and Certificate Classes for Teachers.

It is a great advantage to Exeter to have in its midst not only the Diocesan Training College for men under Dr. Dangar, but also the Day Training College for men and women at the Royal Albert Memorial. In the thoughtful and patient care which she has devoted to the Women's Hostel Miss Montgomery has rendered valuable service to the elementary education of the district. On a later page of this report (p. 62) under the heading of the Royal Albert Memorial College, will be found recommendations bearing indirectly upon the future welfare of the Day Training Department.

I would take this opportunity of touching upon the great importance of maintaining the Practising Schools used by the students at the Training

Colleges in a high state of efficiency alike as regards staff and buildings and equipment. *

It deserves consideration whether, for the benefit of those teachers who, for private reasons, cannot proceed to a Training College, it would be desirable to arrange Certificate Classes at convenient hours at the Royal Albert Memorial College.

(7). *The Award of Scholarships.*

The establishment of two small, but extremely efficient, higher elementary schools, a quarter of the places in which would be free, while the fees charged to the other three-quarters of the pupils would be sixpence a week, would be virtually equivalent to the award of a large number of valuable scholarships in a form particularly useful to the more intelligent children of the industrial classes. The education provided in these schools, as described on pp. 35—39 above, would be much better adapted to the needs of boys and girls intending to leave school at fifteen than a fragment of a secondary education could ever be.

If two such schools are established, it will consequently be unnecessary to award a very large number of scholarships tenable at the secondary schools. The Committee will be able to concentrate a large part of their resources on strengthening the existing middle secondary schools, and thus making the education given in them much more worth having than it could otherwise be. The provision of a somewhat limited number of scholarships (a number which could at any future time be increased if the intellectual promise of the candidates showed such a step to be desirable) will bring the benefits of the education thus improved within the reach of deserving and promising pupils who would otherwise not be able to take advantage of them.

The offer, annually, of three or four scholarships for boys tenable for four years (12—16) at Hele's School, and of three or four scholarships for girls, tenable for a like period at the Middle School, or, if the holder preferred, at a recognised private school, would probably be found sufficient to meet present needs, when the existing scholarships are taken into account. In addition to these there should be offered annually two new scholarships

* In this connexion I may point out that the establishment of a 'special school' for mentally deficient children would, apart from its direct service to the pupils concerned, serve a useful purpose by giving students in training an opportunity of observing the admirable methods now employed in the educational care of afflicted children.

tenable at the Grammar School for six or seven years (12 to 18 or 19) and one or two scholarships tenable for a like period at the Girls' High School.

It would be well to award all the above scholarships by competitive examination, open to candidates at about their twelfth birthday, and consisting of a written and an oral test. The set subjects of the examination should be limited in number, and so planned as to discourage, as far as possible, cramming and special preparation. The chief stress should be laid upon tests of general knowledge and intelligence. Importance should be attached to the paper in arithmetic, and to the power of the candidates to express themselves accurately and sensibly in their mother tongue. It would be expedient that there should be among the members of the examining board persons of experience in the work of elementary and of secondary schools.

Each scholarship should entitle the holder to free tuition at the school in question. An allowance of £1 5s. a year should be attached to each scholarship for the purchase of books.

It would further be desirable that the Education Committee should privately administer a small fund out of which maintenance allowances could be granted, in addition to scholarships, in the case of scholars in needy circumstances. Application for such a maintenance allowance, in addition to the scholarship, would be made to the Committee by parents whose means were too straitened to admit of their maintaining their child, after his or her election to a scholarship, throughout the secondary school course. The Committee, before granting the allowance, would make private inquiry into the circumstances of the case.

(8). *The Royal Albert Memorial College.*

The value and variety of the work of the Royal Albert Memorial College, and its promise for the future, entitle it to the very favourable consideration of the Education Committee. It has already rendered valuable service to the community and will continue to do so. It has filled a gap, of somewhat irregular outline, in the educational provision of the City. Its very readiness to make itself useful has imparted what at first sight may appear to be a rather heterogeneous character to its activities. But the fact that it has been ready to meet a variety of needs strengthens its claim upon the good-will of the citizens. It has made the most of all its resources, and, in 1902, the Treasury Commissioners expressed their strong approval of the skilful

manner in which, by means of the work of the College, various teaching resources of the town had been unified to the public advantage. They added that : "the public spirit and enlightenment of the municipality have been the chief causes of the progress of the institution, and that without this consistent support its development into a University College would have been impossible."*

The most pressing need of the College is that of additional class-rooms and new laboratories, with more modern appliances. It will conduce to the educational welfare of the City, more especially with regard to the training of teachers, if steps are at once taken to supply this need. The Council of the College has adopted a well considered plan for the erection of new chemical laboratories, nine class-rooms, two recreation rooms, four rooms for the teaching staff, and hostels for men and women. It would be a misfortune if the execution of this plan were longer delayed.

The plan submitted in this report for the consideration of the Education Committee will, if adopted, strengthen the educational connexion between the middle secondary schools and the College to the benefit of both institutions and with advantage to the community. A well articulated system of instruction would then be provided for boys and girls whose future duties in life require intellectual preparation on somewhat different lines from those followed in the higher secondary schools. The fact that, in the pupil teacher centre especially, there would be students at the College of the same age as those in the highest forms of the higher secondary schools is a natural outcome of the distinction between different types of secondary education, and, in so far as it does not arise through the premature withdrawal of promising pupils from the higher secondary schools, should be regarded, not as wasteful overlapping, but as a splicing together of two parts of the educational system of the City. The friendly relationship which exists between the authorities of the College and of the higher secondary schools will cause any danger which might arise from the ill-advised and premature transference of pupils from the higher secondary schools to be reduced to a minimum.

The suggestion, made elsewhere in this report (p. 41) that the junior class (14—16) at the Manual Training School should be organised in connexion with the industrial section of the proposed higher elementary school for boys, would relieve the College of part of the necessarily heavy cost of maintaining the manual training classes, and also of that portion of its work which is most remote from the natural province of a collegiate institution.

I proceed to say a few words on the subject of the possible future development of the Royal Albert Memorial College. Were Exeter merely a

* Report on University Colleges (Grant in Aid), 1902 (252), p. 119.

minor member of a group of closely adjacent urban communities, set in juxtaposition in a densely populated industrial district, it would be difficult to escape from the conclusion that the College would wisely forego any ambition to develop into a University College in receipt of Treasury grants. For, in such a case, there would already exist, within easy reach by frequent trains, some other University College, organised on a great scale, and well able to meet the academic needs of the masses of the population in its neighbourhood. In those circumstances the right policy, so far as University work was concerned, would be to strengthen the great University College of the district, and to concentrate the labours of the local College upon tasks of a different character. But the position of Exeter is widely different from that of many industrial communities which, in mere size of population, may equal or surpass it. Exeter is the educational metropolis of the West. It inherits a great historic position, and no small measure of intellectual prestige. West of Bristol and Southampton, where are the nearest English Colleges in receipt of the Treasury grant, there is no other city which is so clearly marked out as a suitable seat for an academic institution. On Exeter the railways converge, and towards Exeter there naturally turn the thoughts of great numbers of West Country students, who desire to find opportunity for higher education within easy reach of their own homes. Can we feel surprise, therefore, that the Royal Albert Memorial College shows many signs of its capacity to become the University College of the West?

But the path towards the achievement of this legitimate and laudable ambition is beset with difficulties, which the Education Committee would not wish me to minimise or ignore. The cost of equipping and maintaining a University College is already great, and, with the rising standard of educational efficiency, will become greater. The conditions which at present govern the distribution of the Treasury grant require that every College participating in it shall be in receipt of a local cash income for University work in Arts and Science of not less than £4,000 a year, of which at least £1,500 must be from fees. If the Royal Albert Memorial College possessed this qualifying local income, it would doubtless now be in receipt (like the University Colleges at Reading and Southampton) of a Government subsidy amounting in the present year to £1,700, together with a further grant of £650 for the purchase of books and apparatus. But the present circumstances of the Royal Albert Memorial College shut it out from participation in this bounty. In 1901, when the Treasury Commissioners made their last quinquennial visitation, the "local income" of the College was assessed by them at a sum no larger than £651, as against £3,090 at Reading, and £3,198 at Southampton, which came next to it on the list. Mr. Higgs, of the Treasury, in his memorandum,* reported that the Royal Albert Memorial

* Report on University Colleges (Grant in Aid), 1902, p. 137.

College at Exeter was "still far from reaching the necessary financial standard." It satisfied neither the condition as regards total income for University work in Arts and Science, nor the condition as regards fees in the same subjects. The College was, therefore, not admitted to a share in the Treasury grant. Southampton and Reading, however, both raised a special fund to increase their income to the required minimum, and were, consequently, admitted to a share in the grant, which has since been doubled by the Government.

In the years which have elapsed since the last visitation of the Treasury Commissioners, the position of the Royal Albert Memorial College has materially improved. But its local income for strictly University work in Arts and Science is still far below the minimum required by the Treasury. The Commissioners of 1901, while paying a warm tribute to the public spirit of the City Council of Exeter, expressed their regret that contributions from private sources were not larger, and it must be admitted that, in spite of the ample allowances which should be made for the fact in question, some ground for such regret still remains. In this connexion, also, it may be permissible to express the hope that the Devon County Council may see its way to bear part in the financial burden of a work which concerns the intellectual interests of the whole County, and not Exeter alone.

It is for those who are intimately acquainted with local financial conditions, rather than for me, to venture upon a judgment as to how far it would be prudent for the City of Exeter to go in the direction of increasing the local income of the College with a view to its participation in the Treasury grant. The money which has already been voted has been, and is being, well and thriftily spent. The ratepayers have, as the saying is, "got good value for their money." I have no doubt that if the City were to see its way to increase its present liberal subsidy, the Council of the College would put the whole of it to profitable purpose.* And it should be remembered that the more that the strictly University side of the work of the College develops (and its growth has of late been encouraging), the greater service will the institution be able to render to students coming to it after the completion of their full course at a higher (as distinct from a middle) secondary school. But, for my own part, I should view any curtailment of its present sub-academic activities (except those connected with the junior classes at the Manual Training School) with regret, and am disposed to think that, on the whole, the wisest course for the Council of the Collège, and for the City Education Committee, is to go steadily forward on present lines, encouraging the various departments of the College by a continuance and prudent in-

* *e.g.*, in the establishment of an Engineering Department, of a Law Faculty, and of a Medical Faculty in conjunction with the Devon and Exeter Hospital.

crease of the present grants, but carefully watching the situation as a whole, and allowing nothing to pass unobserved which might impair the claim of Exeter to become hereafter the seat of the State-aided University College of the West.

(9). School of Domestic Science.

It is desirable that there should be in Exeter a School of Domestic Science, where women intending to teach cookery, laundry work and household management could obtain a diploma recognised by the Board of Education, and where other students could attend courses of instruction in various branches of domestic economy. The establishment of such a school, similar to that maintained in Newcastle-upon-Tyne by the joint action of the County and City Education Committees, would be in keeping with the general policy of making Exeter a well equipped centre of education for a wide area in the West of England.

I would suggest that the Devon County Council should be approached with a view to joint action in the matter, and that, if the idea were favourably entertained by that Authority, the City and County Education Committees should ascertain from the Board of Education the conditions upon which the Board would recognise the diplomas of the proposed new institution. It would then be possible to decide whether it would be practicable for the two local authorities concerned to avail themselves of the institution in St. Thomas', Exeter, which owed its inception to the liberality of the late Mr. Willey.*

If the Devon County Council should see its way to co-operating with the City Education Committee in this matter, I would suggest that the latter should offer to contribute, say, £400 towards the expense of equipping a School of Domestic Science and an annual sum of, say, £200 towards its maintenance.

* The Willey School of Domestic Economy is now being carried on, at some personal risk, by Miss Angwin, who was appointed by Mr. Willey as head of the Girls' Training Home, which he established in St. Thomas', shortly before his death. Mrs. Willey and her co-executor have ratified the late Mr. Willey's agreement with Miss Angwin (a lady who has had much experience in the teaching of domestic science at Sheffield and in Dublin), have made themselves responsible for the house as it stands for one year from November 1st last, and have also guaranteed £150 towards the expenses of the year's working.

(10). *Educational Directory for the City.*

The annual publication, under the authority of the Education Committee, of an Educational Directory of the City would enable parents and citizens readily to ascertain, from an authoritative source, the aims, curricula and fees of all the recognised schools in the City, and the place held by them in its educational organisation. The Directory should aim at giving a clear and comprehensive description of the various educational institutions of the City. Private schools, the efficiency of which was attested by regular inspection by the Board of Education, or some other approved inspecting authority, should be admitted to a place in its pages.

(11). *Summary of Recommendation.*

It may be convenient if I now briefly recapitulate the gist of the recommendations submitted in the foregoing pages for the consideration of the Education Committee. My inquiry has led me to the conclusion that it would be prudent for the Committee, and for the various Governing Bodies concerned, to take the following steps for the co-ordination of elementary, secondary and higher education, and for the improvement of public and private secondary schools, in the City of Exeter.

1. Two small and highly efficient higher elementary schools for boys and girls respectively, to be established with a course of instruction planned to cover three years, and designed with a special view to the needs of children who will leave school at fifteen. A fee of sixpence a week to be charged, but one quarter of the places in each school to be free. It is suggested that the St. John's Hospital elementary school be converted into the higher elementary school for boys, and that the higher elementary school for girls should be carried on under the direct management of the Education Committee in buildings specially provided for the purpose. The junior classes of the Manual Training School to be brought into relation to the industrial section of the higher elementary school for boys.

2. (a). Hele's School to be reorganised on lines which would make it eligible to receive grants under the Board of Education's Regulations for Secondary Schools. Additions to be made to the school buildings ; the staff

of teachers to be strengthened ; more science to be taught ; the fees to be somewhat raised ; and about fifteen scholarships to be awarded, three or four to be competed for every year, and each giving free tuition for four years.

(b). Structural additions to be made to the Episcopal Middle School for Girls with a view to making it eligible to receive grants from the Board of Education under the Regulations for Secondary Schools. The staff of teachers to be strengthened ; the fees to be somewhat raised ; and about fifteen scholarships to be awarded, three or four to be competed for every year, and each giving free tuition for four years.

3. (a). With regard to the Grammar School, it is suggested that steps should be taken to increase the school income ; that the salaries paid to the assistant masters should be increased ; that application should be made for grants under the Board of Education's Regulations for Secondary Schools ; that the fees should be somewhat raised ; and that two new scholarships should be provided, giving free tuition throughout the whole school course from twelve to eighteen or nineteen years of age, one of them being limited to boys of special promise coming from public elementary schools.

(b). It is suggested that at the Girls' High School certain structural improvements and additions should be made ; that the staff of teachers should be increased ; that provision should be made for giving increments to assistant mistresses' salaries in proportion to length of efficient service ; that steps should be taken to increase the school income ; that the fees should be somewhat raised in the case of girls entering the school over thirteen years of age ; that there should be awarded annually one or two internal scholarships giving free tuition ; and that there should be attached to the school three leaving exhibitions, one to be awarded in each year, tenable at a University or other place of higher education.

4. Private secondary schools in the City to be invited to place themselves under regular inspection by the Board of Education, or some other authority, the cost of inspection being borne by the Local Authority. Private schools, whose educational efficiency and good sanitation are thus vouched for by periodic inspection, to be granted certain privileges, e.g. :

- (1.) Admission to the Educational Directory of the City.
- (2.) The use of loan collections of works of reference, maps, and other educational apparatus, to be supplied by the Education Committee.

5. The Pupil Teacher Centre for the City to be at the Royal Albert Memorial College. Preparatory Classes to be attached to each of the higher elementary schools.

6. The practising schools used by the students of the Training Colleges to be maintained in a high state of efficiency. It is suggested that Certificate Classes should be arranged at the Royal Albert Memorial College.

7. Junior scholarships to be tenable at the middle secondary schools from twelve to sixteen, and to be awarded on the results of a competitive examination consisting of two parts, written and oral.

Maintenance allowances, in addition to scholarships, to be granted by the Education Committee, after private inquiry, in the case of scholars in specially needy circumstances.

8. The new buildings urgently required at the Royal Albert Memorial College to be erected with the least possible delay.

9. The Devon County Council to be approached with a view to joint action with the City Education Committee in the maintenance of a School of Domestic Science in Exeter.

10. An Educational Directory for the City to be published annually.

CHAPTER VI

FINANCIAL SUMMARY AND ESTIMATE.

The cost of carrying out IN ITS ENTIRETY the plan suggested for the Committee's consideration in the foregoing report may be estimated as follows. In framing the estimate, I have endeavoured to provide for the work being done with real efficiency, believing that to be, in the circumstances, the true economy. The plan suggested in the report could be carried out in instalments :—

(1.) CHARGEABLE TO RATE FOR ELEMENTARY EDUCATION.

(a.)—Maintenance :—

Annual Maintenance of two Higher
Elementary Schools for 100 boys
and 100 girls respectively, from
12—15 years of age—

Boys' School	...	...	...	£542	10	0
Girls' School	...	...	...	£442	10	0
						<u>£985*</u>

(b.)—Provision :—

New Building for Girls' Higher
Elementary School (exclusive of
cost of site)

... .. £3000

* This estimate is based on the following calculation : The annual cost per head of maintenance is estimated at £9 in the case of the Boys' School and £8 in the case of the Girls' School. Against this would be set (1) Government grant of £2 15s. per head, i.e., the average of the grant for the first three years of the course under the Higher Elementary School Regulations, 1905, with the addition of the fee grant ; (2), 16/6 per head per annum from school fees, the latter being calculated at 6d. a week for a school year of forty-four weeks and 25 percent. of free places being allowed for.

(2.) CHARGEABLE TO RATE FOR HIGHER EDUCATION.

(a.)—Annual Outlay, in addition to one penny rate (£1,050), and Customs and Excise Duties (£1,222) already voted to the Royal Albert Memorial College.

Hele's School (excluding scholarships) (say)	£350*
Girls' Middle School	£200
Grammar School	£150*
Inspection of Private Schools (say)	£70
Loan of educational apparatus to Private Schools (after initial outlay) (say)	£100
Domestic Science School (say)	£200
Preparatory Class at two Higher Grade Schools— [one year, say, 25 pupils] ...	£125§
Pupil Teacher Centre— [two years, say, 28 P.T.'s yearly]	£168†
Scholarships and Leaving Exhibitions— Including allowances for books and maintenance— [after 4 years] (say)	£586
Annual issue of Educational Directory (after initial ex- penditure)	£20
	<u>£1969</u>

* Commencing outlay. See pp. 48 and 54 above.

§ Estimated gross cost of preparatory class £9, less Government grant £4: net cost £5 per head per annum,

† Estimated gross cost of P. T. Centre £10, less Government grant £7: net cost £3 per head per annum.

(b.)—Capital Expenditure :—

Contribution towards structural alterations at Hele's School (say)	£600
Contribution towards cost of building School of Domestic Science (say)	£400
	<hr/>
	<u>£1000</u>

In addition to the above there would be the expenditure required on the necessary new buildings at the Royal Albert Memorial College.

Produce of a two-penny rate—

[£1050 x 2] £2100

MICHAEL E. SADLER.

April, 1905.

APPENDIX A.



Statistical Tables.

I.—Number and Ages of Pupils in Public Secondary Schools in Exeter, Spring Term, 1904—

School	Under 8	8 and under 9	9 and under 10	10 and under 11	11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18	18 and over	Totals
BOYS.													
First Grade—The Grammar School ..	—	3	5	2	4	12	17	19	22	23	14	9	130
Second Grade—Hele's School ..	—	4	12	16	15	34	38	29	21	3	—	—	172
“ Exeter Cathedral School...	—	1	1	2	3	3	4	4	3	1	—	—	22
Totals ..	—	8	18	20	22	49	59	52	46	27	14	9	324
GIRLS.													
First Grade—Exeter High School for Girls ..	27	4	9	7	14	10	7	15	13	14	8	9	137*
Second Grade—Episcopal Middle School for Girls ..	51	20	19	19	26	33	23	42	15	10	5	—	263§
Totals ..	78	24	28	26	40	43	30	57	28	24	13	9	400
Grand Totals (Boys and Girls) ..	78	32	46	46	62	92	89	109	74	51	27	18	724

Including 9 little Boys, and 5 Student Teachers. § Including 19 little Boys.

II.—Number and Ages of Pupils in Private Secondary Schools in Exeter, Spring Term, 1904—

	Under 10	10 and under 11	11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and over	Totals
BOYS										
Class A (2 Schools) *	40	18	14	9	2	—	—	—	—	83
" A2 (3 Schools)	22	1	—	—	—	—	—	—	—	23
" B (5 Schools)	32	—	—	—	—	—	—	—	—	32
" D (1 School)	6	4	5	6	7	1	5	2	—	36
Totals	100	23	19	15	9	1	5	2	—	174
GIRLS										
Class A2 (3 Schools)	17	5	1	1	4	—	—	—	—	28
" B (5 Schools)	76	17	26	22	32	32	21	7	2	235
" C (1 School)	3	1	1	1	2	1	2	2	—	13
Totals	96	23	28	24	38	33	23	9	2	276
Grand Totals (Boys and Girls)	196	46	47	39	47	34	28	11	2	450
Total Number of Boys and Girls in Public and Private Secondary Schools	352	92	109	131	136	143	102	62	47	1174

* One of these Schools is in the extra Urban Parish of Heavitree.

III.—Pupils in Public Secondary Schools in Exeter, classified according to the Number of Terms completed in the School on March 1st, 1904—

School.	Pupils who have only completed the undermentioned Number of Terms.																		Totals	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		18 or over
BOYS.																				
The Grammar School ..	9	16	6	6	11	10	5	9	7	5	6	9	4	5	—	3	8	1	10	130
Hele's School ..	18	30	14	15	14	8	9	5	9	6	5	9	9	7	4	1	4	1	4	172
Exeter Cathedral School ..	3	3	—	1	1	2	—	1	1	3	—	—	2	—	1	1	—	1	2	22
Totals ..	30	49	20	22	26	20	14	15	17	14	11	18	15	12	5	5	12	3	16	324
GIRLS.																				
Exeter High School for Girls ..	10	15	13	13	10	9	8	7	4	4	5	1	4	3	4	1	1	2	18	137*
Episcopal Middle School for Girls ..	19	34	14	28	20	19	22	21	6	11	7	4	6	8	4	15	9	—	16	263§
Totals ..	29	49	27	41	30	28	30	28	10	15	12	5	10	11	8	16	10	2	34	400
Grand Totals (Boys and Girls)	59	98	47	63	56	48	44	43	27	29	23	23	25	23	13	21	22	5	50	724

* This total includes 5 Student Teachers who are not included in the Table, and 9 little Boys. § Including 19 little Boys.

Appendix B.

Curricula of Public Secondary Schools in Exeter.

Spring Term, 1904.

The Grammar School.

The Girls' High School.

Hele's School.

The Episcopal Middle School for Girls.

*[The amount of time devoted to each Subject is shown in
hours and fractions of an hour.]*

The Grammar School.

					Name or Number of Form (Lowest on Left).							
					I.	II.	III.	IV.	Low V.	Upr. V.	Rem	VI.
Number in Form	...	...	...	..	6	8	12	23	22	18	24	17
Average Age	...	...	...	..	9½	11	13½	13½	14½	15½	16½	17½
RELIGIOUS KNOWLEDGE	...	...	..	..	2½		2½	1½	1	1½	1½	1½
ENGLISH: Language and Literature, including also Reading, Dictation, and Com- position	..	..	..	..	2½		2½	2½	1	1	1½*	2½*
HISTORY AND GEOGRAPHY	..	..	..	..	4½		4½	3	3	1½	1½	1½*
LANGUAGES:												
Latin	..	..	..	..	½		5½	4½	4½	4½	4½	4½+3*
French	..	..	..	..	½		3½	3½	3½	4	3½	3½*
German	..	..	..	..	..		...	...	3½*	3½*	4½*	4½*
Greek	..	..	..	..	..		...	...	3½*	3½*	3*	4½+3*
MATHEMATICS	...	...	..	..	6		6	5½	5½	5½	6	6+1½*
NATURAL SCIENCE (Physics, Chemistry)	...				..		..	3	2½	3	3	6½*
MUSIC												
1.—Vocal	...	..	..	..	½		½	..	..	..	..	..
2.—Instrumental	..	..	..	..	..		..	..	..	..	..	..
3.—Theoretical	..	..	..	..	..		..	..	..	..	..	..
Woodwork or other Manual Training	..				...		..	..	..	..	..	..
Drawing	...	..	..	..	...		..	..	..	..	..	..
Writing	..	..	..	..	½		½	½	..	..	..	..
Drill †	...	..	..	..	..		...	..	..	..	..	...
Gymnastics †	..	..	..	..	..		..	..	..	..	..	..
TOTAL	..	..	..	..	16½		25½	23½	23½	24	24½	29½
Usual amount of Home Lessons	...			..	Up to 3½ hours in Sixth Form.							
Subjects for which Pupils are re- classified	...	..	..	..	Mathematics.							

* Implies alternative periods. The schemes of work in the Sixth Form (and in a few instances below it) are arranged to suit the requirements of each boy as far as possible.

½ The amount of Latin and French in Forms I. and II. varies, and is therefore not included in the total.

† Drill and Gymnastics are extra subjects. The Cadet Corps have one hour's drill per week. The other boys have one hour's gymnastics a week with the Gymnasium Master.

IV.—Number of Pupils in each of the Public Secondary Schools
for Boys in Exeter, on March 1st, 1904, classified according to
Ages and Forms.

	Name of Form	Under 8	8 and under 9	9 and under 10	10 and under 11	11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18	Over 18	No. in Form	Average Age of Form
The Grammar School	First ..	—	2	3	1	—	—	—	—	—	—	—	—	6	9 yrs. 10 m.
	Second ..	—	1	2	—	2	3	—	—	—	—	—	—	8	11 yrs.
	Third ..	—	—	—	1	1	2	3	3	2	—	—	—	12	13 yrs. 4 m.
	Fourth ..	—	—	—	—	1	5	7	5	4	1	—	—	23	13 " 10 "
	Lower Fifth ..	—	—	—	—	—	2	5	6	3	4	2	—	22	14 " 10 "
	Upper Fifth ..	—	—	—	—	—	—	1	4	7	3	2	1	18	15 " 9 "
	Remove ..	—	—	—	—	—	—	1	1	5	10	6	1	24	16 " 4 "
	Sixth ..	—	—	—	—	—	—	—	—	1	5	4	7	17	17 " 6 "
	TOTALS ..	—	3	5	2	4	12	17	19	22	23	14	9	130	
Hele's School	First ..	—	2	2	1	1	1	—	—	—	—	—	—	7	10 yrs.
	Second ..	—	2	10	7	2	1	—	—	—	—	—	—	22	10 yrs. 1 m.
	III B. ..	—	—	—	4	7	5	1	3	—	—	—	—	20	11 " 11 "
	III A. ..	—	—	—	1	3	9	4	—	2	—	—	—	19	12 " 9 "
	IV B. ..	—	—	—	1	1	6	13	8	4	—	—	—	33	13 " 7 "
	IV A. ..	—	—	—	2	1	6	10	8	3	1	—	—	31	13 " 7 "
	V B. ..	—	—	—	—	—	4	7	3	4	—	—	—	18	13 " 10 "
	V A. ..	—	—	—	—	—	2	3	7	8	2	—	—	22	14 " 7 "
	TOTALS ..	—	4	12	16	15	34	38	29	21	3	—	—	172	
Cathedral School	Second ..	—	1	1	2	—	—	—	—	—	—	—	—	4	9 yrs. 11 m.
	Third ..	—	—	—	—	2	2	2	—	—	—	—	—	6	12 " 5 "
	Fourth ..	—	—	—	—	1	1	2	2	—	—	—	—	6	13 " 5 "
	Fifth ..	—	—	—	—	—	—	—	2	3	1	—	—	6	15 " 5 "
	TOTALS ..	—	1	1	2	3	3	4	4	3	1	—	—	22	

**V.—Number of Pupils in each of the Public Secondary Schools
for Girls in Exeter, on March 1st, 1904, classified according to
Ages and Forms.**

	<i>Name of Form</i>	<i>Under 8</i>	<i>8 and under 9</i>	<i>9 and under 10</i>	<i>10 and under 11</i>	<i>11 and under 12</i>	<i>12 and under 13</i>	<i>13 and under 14</i>	<i>14 and under 15</i>	<i>15 and under 16</i>	<i>16 and under 17</i>	<i>17 and under 18</i>	<i>Over 18</i>	<i>No. in Form</i>	<i>Average Age of Form</i>
High School	Preparatory	24	1	—	—	—	—	—	—	—	—	—	—	25	6 yrs.
	First ..	3	3	5	1	—	—	—	—	—	—	—	—	12	8 yrs. 4 m.
	Second ..	—	—	3	4	4	1	—	—	—	—	—	—	12	10 " 3 "
	Lower Third	—	—	1	2	7	4	1	—	—	—	—	—	15	11 " 1 "
	Lower Fourth	—	—	—	—	2	3	2	5	1	—	1	—	14	14 " "
	M'dle Fourth	—	—	—	—	1	2	2	1	2	—	—	—	8	13 " 2 "
	Upper Fourth	—	—	—	—	—	—	2	3	3	3	2	—	13	15 " "
	Lower Fifth	—	—	—	—	—	—	—	6	6	9	1	1	23	15 " 4 "
	Lower Sixth	—	—	—	—	—	—	—	—	1	2	3	3	9	16 " 10 "
	Upper Sixth	—	—	—	—	—	—	—	—	—	—	1	—	1	18 "
	TOTALS ..	27	4	9	7	14	10	7	15	13	14	8	4	137*	
Episcopal Middle School	Kindergarten	34	2	—	—	—	—	—	—	—	—	—	—	36	5 yrs. 3 m.
	First ..	15	1	1	—	—	—	—	—	—	—	—	—	17	7 " 7 "
	Lower Second	2	12	4	1	—	—	—	—	—	—	—	—	19	8 " 9 "
	Upper Second	—	5	9	6	1	—	—	—	—	—	—	—	21	9 " 6 "
	Lower Third	—	—	4	7	6	7	1	—	—	—	—	—	25	10 " 5 "
	Upper Third	—	—	1	5	16	7	1	—	—	—	—	—	30	11 " 1 "
	IV C. ..	—	—	—	—	1	6	7	5	1	—	—	—	20	13 " "
	IV B. ..	—	—	—	—	2	10	7	10	2	—	—	—	31	13 " 6 "
	IV A. ..	—	—	—	—	—	3	6	18	3	2	—	—	32	13 " 10 "
	Fifth ..	—	—	—	—	—	—	1	9	8	2	2	—	22	14 " 9 "
	Sixth ..	—	—	—	—	—	—	—	—	1	6	3	—	10	16 " 7 "
	TOTALS ..	51	20	19	19	26	33	23	42	15	10	5	—	263	

* This total includes 5 student-teachers who are not included in the table.

The Girls' High School.

	Name or Number of Form (Lowest on Left).										
	K.G.	Trans	I.	II.	L. III	L. IV	M. IV	U. IV	L. V.	L. VI	U. VI
Number in Form ...	25		12	12	15	14	8	13	23	9	1
Average Age ...	6		8.3	10.25	11.1	14	13.12	15	15.3	16.8	18
RELIGIOUS KNOWLEDGE	1	1	1	1	1	1	1	1	1	2	
ENGLISH : Languages and Literature, including also Reading, Dictation and Composition	3½	3½	1	1	2	2	2	2	1½	3½	
HISTORY AND GEOGRAPHY		½	2	2½	3	2½	3½	3½	1½*	2*	
Latin ...	..	..	..	..	..	2½	2	2	2½	1½	
French ...	..	1½	2½	2	2	2½	2	2	2½	2	
German ...	..	..	..	..	..	..	..	..	1½	1½	
Greek† ...	..	..	..	..	..	..	..	..	..	..
MATHEMATICS	1½	1½	2½	2½	2½	2½	3½	2½	2½	2	
NATURAL SCIENCE :											
Mechanics ...	..	..	..	..	..	..	2	2	½	..	
Physics ...	..	..	..	..	..	..	..	..	1½	..	
Chemistry ...	..	..	..	..	..	..	..	..	..	3½	
Botany or Nature Study ...	1½	½	½	1	1	1½	..	..	..	..
MUSIC.											
1—Vocal ...	½	½	1	1	1	1½	½	1½	1½	1½	
2—Instrumental† ...	..	..	..	..	..	..	..	..	..	..
3—Theoretical ...	..	..	..	..	..	..	..	..	..	..
Brushwork or other M. Training	1½	½	1	1	1	..	..	..	..	..
Drawing ...	½	½	1	1	1½	1½	1½	1½	1½	1½	
Writing ...	1½	1½	½	½	..	..	..	..	..	..
Modelling in Clay ...	½	½	½	½	½	..	..	..	..	..
Geometrical Figures ...	..	..	½	½	..	..	..	..	..	..
Cookery & Domestic Economy	..	..	..	..	..	..	..	..	..	..
Needlework‡	..	½	1	1	1	..	..	..	..	..
Drill** ...	1½	1½	1½	1½	1½	½	½	½	½	½	
Gymnastics ...	..	..	..	..	..	..	..	..	..	..
TOTAL	14	14½	16½	17½	18½	19½	19½	19½	19½	21½	
Usual amount of Home Lessons	..	..	½	1	1½	1½	1½	1½	2½	2½	

Subjects for which Pupils are re-classified ... French and Latin in Lower V.

The Lessons in Senior and Middle School last 40 minutes; in Junior School 30 minutes; in Kindergarten and Transition 30 or even less.

The Science is intended to comprise Nature Study and Botany in the Junior and Lower Middle School.

Mechanics is taken in the Middle School and is followed by a course on Heat and afterwards on Light.

Chemistry is the last Science subject to be introduced, and is taken in the Higher Certificate Examination.

An attempt is made to correlate Science and Geography.

* History only.

† One Girl in L.V. takes Greek instead of German.

‡ Instrumental Music is an extra subject. Those who take it have one hour a week.

§ Above L. III. Needlework is an optional afternoon subject. The lesson lasts ½ to 1 hour.

** The Junior School drills for 20 mins. every morning. The Senior and Middle Schools drill for 10 mins. every morning, with a ½ hour lesson one afternoon a week.

Hele's School.

					Name or Number of Form (Lowest on Left).							
					I	II.	III B	III A	IV. B	IV A	V. B	V. A.
Number in Form	...	..	...	...	7	22	20	19	33	31	18	22
Average Age	...	...	...	...	10	10½	11½	12½	13½	13½	13½	14½
RELIGIOUS KNOWLEDGE	...	..	...	...	2½	2½	2½	2½	2½	2½	2½	2½
ENGLISH:												
Language and Literature, including												
also Reading, Dictation, and Compo-												
sition	...	...	...	...	5-7	5-7	5-7	5-7	5-7	5-7	5-7	5-7
HISTORY AND GEOGRAPHY	...	..	...	...				
Latin	...	...	...	...	4	4	4	4	4	4	4	4
French	..	...	...	...	2½	2½	2½	2½	2½	2½	2½	2½
MATHEMATICS	...	...	...	...	6	6	6	6	6	6	6	6
NATURAL SCIENCE*	...	...	...	...	..	..	..	..	..	I	I	I
MUSIC:												
1—Vocal (including Theory)	...	...	...	...	..	..	..	..	..	...	...	...
2—Instrumental‡	..	...	...	...	..	..	..	..	..	...	...	...
Woodwork or other Manual Training	...	..	...	...	..	..	..	..	..	..	..	..
Drawing	...	...	...	...	I	I	I	I	I	I	I	I
Writing	...	...	...	...	4	4	4	...	..	..	...	...
Shorthand	...	...	...	...	..	...	..	I½	I½	I½	I½	I½
Drill	...	...	...	...	I	I	I	I	I	I	I	I
TOTAL	...	...	...	..	26½ or 28½	26½ or 28½	26½ or 28½	23½ or 25½	23½ or 25½	24 or 26	24 or 26	24 or 26
Usual Amount of Home Lessons	...	Graduated from 1 hour in Form I. to 2½ in Form V.										
Subjects for which Pupils are re-classified	...	Latin, French, and to a certain extent Mathematics										

* Taken at the Royal Albert Memorial College.

‡ Boys make their own arrangements for Instrumental Music independently of the School, and outside school hours.

The Episcopal Middle School for Girls.

	Name or Number of Form (Lowest on Left).										
	K.G.	I.	II.B.	II.A.	III.B.	III.A.	IV.C.	IV.B.	IV.A.	V.	VI.
Number in Form ...	36	17	19	21	25	30	20	31	32	22	10
Average Age ...	5½	7½	8½	9½	10½	11½	13	13½	13½	14½	16½
RELIGIOUS KNOWLEDGE	...	3½	3½	3½	3½	3½	2½		2½	2½	
ENGLISH: Language and Literature, including also Reading, Dictation, and Composition	6	5	6	4½	4½	4½		3½	3½	
HISTORY AND GEOGRAPHY	...	I½	I½	I½	I½	I½	I½		I½	I½	
Latin...
French	2½	2½	2½	2½	2½		2½	2½	
German
Greek...
MATHEMATICS	4	4	4	4	4	4		6½	5½	
NATURAL SCIENCES:											
Physiography...	½	I		½	I½	
Physics	
Chemistry	
Botany	½	I		½	I½	
Nature Study...	½	½	½	½	½	...		...	...
MUSIC: —1 Vocal	½	½	½	½	½	½		½	...	
2—Instrumental	½	
3—Theoretical	
Woodwork or other Manual Training	
Drawing	I½	I½	I½	I½	I½	I½		I½	I½	
Writing	2	I½	I	½	...	...		...	...
Cookery	
Domestic Economy	
Needlework	2	2	2	2	2	I½		...	...
Drill	I	I	I	I	I	I		I	I	
Gymnastics*	
TOTAL	22½	23½	24	22½	23½	21½		21½	21½	
Usual amount of Home Lessons	½	½	½	I	I	I½		I½	2½	
Subjects for which Pupils are re-classified ...	French										

*Gymnastics is an optional subject. Those who take it have one hour per week.

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